DOCUMENT RESUME

ED 233 036 TM 830 426

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TITLE	Assessment of Baseline Curriculum (ABC). [Student Booklets and Teacher Manuals for Communications and Mathematics, Level 6].
INSTITUTION	Dallas Independent School District, Tex. Dept. of Research and Evaluation.
PUB DATE	82
NOTE	307p.; These materials include the Communications, Level 6, Teacher's Manual, with Appendix; Communications, Level 6, Student's Booklet; Mathematics, Level 6, Teacher's Manual; Mathematics, Level 6, Student's Booklet; and a sample copy of computer-generated test reports.
PUB TYPE	Tests/Evaluation Instruments (160)
EDRS PRICE	MF01/PC13 Plus Postage.
DESCRIPTORS	*Communication Skills; Computer Assisted Testing; Criterion Referenced Tests; Educational Objectives; *Mathematics Curriculum; Scoring; *Testing Programs; Test Items; *Test Manuals; Test Use
IDENTIFIERS	*Assessment of Baseline Curriculum

ABSTRACT

Assessment of Baseline Curriculum (ABC Tests) is a locally developed objectives-referenced assessment system that matches the Dallas Independent School System's Baseline Curriculum. Designed for instructional use and not for accountability, a major purpose of the ABC Test is to measure student attainment of objectives in the Mathematics and Communications Baseline Curricula. The assessment system consists of two major components: (1) a set of ABC test materials for grades 1-8, and (2) a scoring and reporting service. Test materials consist of students' booklets and teachers' manuals. Students' booklets assess all objectives that appear on the Student Progress Report. Teachers' manuals contain a description of ABC tests, an answer key, recommended minimum passing scores for each objective, and a copy of the student's booklet. The Scoring and Reporting Service, relying on a central computer, Student Progress Reports and Class Profiles to teachers when needed. Scantron scoring and hand scoring are additional options available to teachers. This document contains only sample booklets and manuals. (LC)

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TM 830 426 (1 of 6)

ASSESSMENT OF BASELINE CURRICULUM

ASSESSMENT OF BASELINE CURRICULUM

COMMUNICATIONS

LEVEL 6

TEACHER'S MANUAL

U.S. DEPARTMENT OF EDUCATION
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dallas independent school district

ABC COMMUNICATIONS TESTS
LEVEL 6
TEACHER'S MANUAL

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TEST MANAGEMENT SYSTEM

The Assessment of Baseline Curriculum (ABC Tests) was designed by the Test Development Branch of the Department of Research and Evaluation as one component of the District's Instructional Improvement Process. The tests are intended to coordinate and supplement classroom testing by modifying and incorporating the Tests of Essential Reading and Writing Skills.

ABC test materials consist of student's booklets and teacher's manuals. The student's booklets assess all objectives that appear on the Student Progress Report. The teacher's manual contains an introductory description of the ABC tests, a copy of the student's booklet, and in the loose-leaf appendix, supplementary tests for assessing objectives not on the Student Progress Report.

Purpose of the Tests

The ABC Tests measure student attainment of objectives in the Communications Baseline Curriculum. These tests provide a standard District-wide measure of student progress. Because most of the tests measure only one objective, teachers can select tests of objectives in the order that most appropriately fits their instruction.

Organization

In the ABC Tests, each objective is assessed by a set of test items. A table of contents is provided in the student's test booklet to help locate tests which measure specific objectives. This manual contains a copy of each page in the student booklet with directions to administer the items, an answer key, and a recommended minimum passing scores.

Tests for the Promotion/Retention Objectives are included in each test. These tests are identified by labels (P/R) on the table of contents and in the tests. It should be noted that in some instances the Promotion/Retention Objective is a part of a Baseline Objective. If appropriate, two tests are provided, one for the complete objective and another for the more restricted Promotion/Retention Objective.

Each school has been given the ABC Tests for the appropriate instructional levels. The test booklets are designed to assess objectives contained on the Student Progress Report. To assess other objectives, teachers will have to make copies of pages contained in the loose-leaf appendix of this manual. Most of these tests are contained on one or two pages to facilitate copying.

Classroom Applications of the Tests

Generally there are three applications of the ABC Tests in the classroom: student placement, specific assessment of student learning and survey testing. A testing situation can involve more than one of these applications; however, for clarity the three applications will be discussed separately.

Student placement. In the first stage of an instructional cycle, the placement of the student in the appropriate level of instruction is important. While this placement should not depend entirely on the results of tests, these scores can be helpful. Two strategies for placement of students are sugested: (a) existing progress charts and previous test results, and (b) selective placement tests.

To avoid unnecessary testing, placement should be based whenever possible on existing information from progress charts and previous testing (e.g., ITBS and TABS). The existing information will often be sufficient for the placement of students in the subsequent instructional sequences.

If, however, previous student information is not available, the "Initial Placement Inventory" in the Teacher's Edition, Macmillan Reading Series r and/or the ABC Tests can be used for student placement by selective testing. The general strategy for such testing is to focus first on a few "culminating" objectives in order to place students in a grade level and then focus on the remaining objectives to identify specific instructional needs.

In order to use the ABC Tests for student placement, it is recommended that testing begins with one reading passage from the Comprehension Test, and the test for "Objective 49.1: Spells most commonly used words." Begin with the grade level you think is best for the student. If the student has problems reading the passage or spelling the words that are selected, then move down one grade level. In this way, find the level where the student has only minor difficulties. This will be the instructional level for the student. Use the other ABC Tests if more specific placement is needed.

Assessment of student learning. The ABC Tests are designed primarily for assessing student attainment of the Communications Baseline

Objectives. The tests can be used as pretests prior to instruction and/or as posttests following instruction. Pretest information will be useful in planning instruction. Posttest information should either (a) confirm that the student has attained mastery and should proceed to the next objective, or (b) help direct remedial instruction.

It should be noted that the pre/post testing is only a suggestion. The teachers and instructional leaders should adapt the ABC Tests to their own instructional methods. The tests have been designed to have this flexibility.

Survey testing. The ABC Tests can be grouped to form survey tests covering a set of objectives. An important instance of this application is the promotion/retention survey test. A parallel form of the District-wide survey test can be obtained from the ABC Tests. The test items which are similar to those in the District-wide survey test have been designated by labels (P/R) in the table of contents and in the tests. These test items can be combined to obtain a test which will be very similar to the District-wide promotion/retention survey test.

In addition, the teachers or instructional leaders may want to design survey tests covering previously instructed objectives. By selecting the appropriate test items, such tests can be obtained. Again, this flexibility has been designed into the ABC Tests.

Implementation of the ABC Tests

As previously mentioned, the ABC Tests have been designed so that student booklets exist for objectives on the Student Progress Report.

Copies of the tests for other objectives can be made at the school as needed. The master copies of the tests, contained in the loose-leaf appendix of this manual, can be used to make photocopies or thermographic reproductions.

If copies cannot be made for the supplementary tests, other alternatives can be used for giving the tests to the students. For instance, the test sheets could be laminated, with students using a grease pencil to write on the laminated copy. In addition, the ABC Tests could be adapted to writing the items on a chalkboard. The teacher using this strategy may want to leave the test items open-ended and not write the optional responses. Furthermore, some of the test items may be presented orally to the students. Again, the test items may be left open-ended. The point to be made is that the teacher should feel free to adapt and use the ABC Tests as best fits his or her instructional constraints (i.e., budget, copying equipment, supplies).

Nearly all of the test booklets and supplementary tests have been designed to be administered to a group of students. This does not exclude the use of the tests with an individual student. In fact, in some instances, individual administration of the tests may better help the teacher assess student learning. Again, the ABC Tests are designed to have the flexibility to be adapted and used as is best for instruction.

Scoring

There are three options available for scoring the ABC Tests: computer-scoring, Scantron-scoring, and hand-scoring. The choice of an option will depend on the availablility of equipment and the desired speed for obtaining test scores.

Computer-scoring will rely on the District's central computer for scoring the tests and reporting scores. In addition, the computer will be able to keep track of student performance, as measured by the ABC Tests, over the school year. When needed, student progress reports will be available from the computer. While this option will result in a reduction of classroom record-keeping, some time will be required to transmit answer sheets and test reports. If this option is selected, then the machine-scorable answer sheets must be used with the tests. Specific directions for using the computer-scoring option are available from your principal and/or sub-district office.

Scantron-scoring will require the use of a Scantron Test Scoring Machine. If this option is selected, then the Scantron answer sheets will be required. The Scantron-scoring will provide test scores quickly. However, record-keeping of student progress will be required of the classroom teacher.

Finally, the ABC Test can be hand-scored. The test answer key has been included in this manual to facilitate hand-scoring. Because the test are nonconsumable, a separate answer sheet should be used. The tests should be hand-scored only if test scores are needed quickly. This option will result in the most work for the classroom teacher.

TEST ANSWER KEY

OBJ #37.1
Page 1
1. D
2. A
3. D
4. B
Passing
Score: 3 out of 4

OBJ #39
Page 2
5. C
6. D
7. A
8. D
9. A
10. B
Passing
Score: 5 out of 6

OBJ #40
Page 3
11. B
12. B
13. B
14. B
15. C
16. A
17. B
18. D
Passing
Score: 6 out of 8

OBJ #42 (P/R)
Page 4
19. B
20. D
21. C
22. D
Passing
Score: 3 out of 4

OBJ #43 (P/R)
Page 5
23. C
24. C
25. B
26. A
Passing
Score: 3 out of 4

OBJ #45 (P/R)
Page 6
27. C
28. B
29. B
30. B
Passing
Score: 3 out of 4

Comprehension
Page 7
31. C
32. B
33. C
34. B
35. B
36. D
37. B
38. A
39. B
40. D
41. A
42. D
43. D
44. C
45. C
46. B
47. B
48. B
49. C
50. B
51. D
52. B
53. C

OBJ #I-1 (P/R)
Items: 32,34,
35,37
Passing
Score: 3 out of 4

OBJ #I-2 (P/R)
Items: 40,51
Passing
Score: 2 out of 2

OBJ #I-3 (P/R)
Items: 45,46
Passing
Score: 2 out of 2

OBJ #I-4 (P/R)
Items: 39,43,
52
Passing
Score: 2 out of 3

OBJ #II-1 (P/R)
Items: 42,53
Passsing
Score: 2 out of 2

OBJ #II-2 (P/R)
Items: 36,41
Passing
Score: 2 out of 2

OBJ #II-3 (P/R)
Items: 31,33
Passing
Score: 2 out of 2

OBJ #II-5 (P/R)
Items: 44,47
Passing
Score: 2 out of 2

OBJ #II-6 (P/R)
Items: 38,50
Passing
Score: 2 out of 2

OBJ #III-1 (P/R)
Items: 48,49
Passing
Score: 2 out of 2

OBJ #49.1 (P/R)
Page 13
54. C
55. D
56. A
57. A
Passing
Score: 3 out of 4

OBJ #60
Page 13
58. C
59. B

60. C
61. B
Passing
Score: 3 out of 4

OBJ #106.1
Page 14
See scoring
guide.

OBJ #99 (P/R)
Page 14
62. C
63. B
64. D
65. C
Passing
Score: 3 out of 4

OBJ #104
Page 15
66. D
67. B
68. B
69. A
Passing
Score: 3 out of 4

OBJ #82 (P/R)
Page 16
70. B
71. A
72. D
73. B
Passing
Score: 3 out of 4

OBJ #91 (P/R)
Page 17
74. B
75. A
76. C
77. B
Passing
Score: 3 out of 4

OBJ #90.1
Page 18
78. A
79. B
80. A
81. C
Passing
Score: 3 out of 4

OBJ #110
Page 20
82. B
83. B
84. D
85. B
Passing
Score: 3 out of 4

OBJ #110
Page 21
86. B
87. C
88. A
89. D
Passing
Score: 3 out of 4

OBJ #109
Page 22
90. B
91. A
92. A
93. A
Passing
Score: 3 out of 4

OBJ #109 (P/R)
Page 23
94. B
95. A
96. B
97. B
98. A
99. A
100. A
101. B
Passing
Score: 6 out of 8

OBJ #109 (P/R)
Page
102. A
103. B
104. C
105. C
Passing
Score: 3 out of 4

OBJ #111.1 (P/R)
Page 24
106. A
107. A
108. B
109. B
Passing
Score: 3 out of 4

OBJ #111.1
Page 25
110. D
111. B
112. B
113. D
Passing
Score: 3 out of 4

OBJ #112 (P/R)
Page 26
114. A
115. B
116. A
117. B
Passing
Score: 3 out of 4

OBJ #12 (P/R)
Page 28
118. C
119. D
120. A
121. C
122. B
123. C
124. B
125. C
Passing
Score: 6 out of 8

SCORING GUIDE FOR WRITTEN RESPONSES

BASELINE OBJECTIVE 106.1: WRITES A PARAGRAPH CONSISTING OF A TOPIC SENTENCE AND RELEVANT DETAILS TO FIT A SPECIFIC AUDIENCE AND PURPOSE.

(Adapted from the National Assessment of Educational Progress - Released Exercises.)

GENERAL SCORING RATIONALE: This writing task requires three elements: 1) identification of a desired change, 2) how the change can occure, and 3) identification of the benifits resulting from the change. The reader should keep these three elements in mind when reading each paper. In addition, it is unreasonable to expect elaborately structured arguments given the limits of time and the age of the writers.

SCORING GUIDE CATEGORIES:

0 = No response or an inappropriate response (writes on another topic).

1 = Do not define and defend a change: Some "1" papers do not propose a change or identify a problem, they are simply statements of attitude, judgment, desire, or dissatisfaction. Other "1" papers do identify a problem or recommend a change, but do not explain how to implement the change or solve the problem. They do not tell how the school will be benefited.

2 = Present some of the three elements, but not developed: Respondents state a change they want made in their school or a problem that needs solving. In addition, they tell 1) how to bring about the change or solve the problem, or 2) some way the school will be improved by the proposed change or solution. Some "2" papers do present all three elements, but the reasoning is not developed. Some are in a sketchy, skeletal, rudimentary form that is basically a bare outline. Others are disjointed or the ideas aren't related (solution doesn't solve problem, benefit isn't related to change, etc.).

3 = Define and defend a change: Papers state a change or identify a problem, explain how to bring about the change or solve the problem, and tell how the change will benefit the school. Reasoning is used to expand or explain at least one of the elements. For example, there might be a detailed plan for bringing about the change, an enumeration of the benefits or an elaborate explanation of the problem. These papers differ from "4" papers in that the development is uneven. One element is well developed while the others may be only asserted or barely mentioned. Note, sometimes the elaboration of a sever problem (druge, race riots, etc.) can

convey a sense of urgency so that the benefits of solving the problem are readily apparent. Since these benefits seem evident, they need not be stated.

4 = Systematically define and defend a change: These papers have all the elements of "3" papers. In addition, they cast the material in a systematic structure which reflects the logical steps in the process of bringing about the change. At least two, and possibly all of the elements are expanded so that the various issues are related to each other and to the proposition being defended.

Passing Score is a 2, 3, or 4.

ASSESSMENT OF BASELINE CURRICULUM

ASSESSMENT OF BASELINE CURRICULUM

COMMUNICATIONS

LEVEL 6

STUDENT'S BOOKLET

dallas independent school district

ABC COMMUNICATIONS TESTS
LEVEL 6
STUDENT'S BOOKLET

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ABC COMMUNICATIONS TESTS
LEVEL 6
STUDENT'S BOOKLET

Mark or write your answers on a separate answer sheet. DO NOT MARK IN THIS BOOKLET.

I. WORD ATTACK SKILLS

BASELINE OBJECTIVE 37.1: USES POSSESIVE IN SENTENCE CONTEXT.

Directions: For each item below, choose the word that best completes the sentence.

1. The three _____ sails were blowing in the wind.

A) shipes
B) ship's
C) ships
[✓ D) ships']

2. Ann was playing with the two _______ mother.

[✓ A) kittens']
B) kittens
C) kitten's
D) kittenes

3. The three _______ hats were black.

A) lady
B) ladie's
C) lady's
[✓ D) ladies']

4. Mrs. Moses wanted to borrow Mr. _______ hammer.

A) Moses'es
[✓ B) Moses']
C) Moses
D) Mosess'

BASELINE OBJECTIVE 39: USES PREFIXES APPROPRIATELY IN SENTENCE CONTEXT.

Directions: For each item below, choose the word that best completes the sentence.

5. The new ____________ laws may help keep the rivers clean.

A) propollution
B) repollution
[✓ C)] antipollution
D) semipollution

6. As a cloud covered the sun, Jack saw the man in the ________ room.

A) prodark
B) antidark
C) predark
[✓ D)] semidark

7. The ghost appeared to be ___________.

[✓ A)] supernatural
B) renatural
C) postnatural
D) pronatural

8. Before the cold weather, Joan put __________ in her car.

A) superfreeze
B) semifreeze
C) refreeze
[✓ D)] antifreeze

9. Since Laurie liked chocolate that was not too sweet, she bought __________ chocolate.

[✓ A)] semisweet
B) super sweet
C) antisweet
D) presweet

10. Larry was ____________ about his big ears.

A) antisensitive
[✓ B)] supersensitive
C) prosensitive
D) resensitive

BASELINE OBJECTIVE 40: USES SUFFIXES APPROPRIATELY IN SENTENCE CONTEXT.

Directions: For each item below, choose the word that best completes the sentence.

11. A bad player on a baseball team tends to be __________

A) burdenful
[✓ B)] burdensome
C) burdenish
D) burdenhood

12. Dick was yelling and acting _________.

A) childsome
[✓ B)] childish
C) childhood
D) childful

13. The people in the territory wanted to apply for ________.

A) stateful
[✓ B)] statehood
C) statesome
D) stateish

14. The _______ man was visiting our country.

A) Italy
[✓ B)] Italian
C) Italish
D) Italies

15. The clown danced and acted ________.

A) foolhood
B) foolsome
[✓ C) foolish]
D) foolful

16. Mrs. Smith had been worried about __________ until she had her baby.

[✓ A) motherhood]
B) mothersome
C) motherish
D) motherful

17. Ann has some friends who are __________.

A) Australia
[✓ B) Australian]
C) Australish
D) Australies

18. The two children were noisy and ___________.

A) troubleish
B) troublehood
C) troubleful
[✓ D) troublesome]

II. VOCABULARY SKILLS

(P/R) - BASELINE OBJECTIVE 42: USES CONTEXT CLUES TO DETERMINE UNKNOWN WORDS.

Directions: For each item below, choose the best meaning for the word that is underlined.

19. Alice changed over to the auxiliary gas tank when her truck ran out of gas.

A) glass
[✓ B) other]
C) cold
D) copper

20. The horses had run eight furlongs.

A) measure of volume
B) measure of heat
C) measure of weight
[✓ D)] measure of distance

21. Anita found the locale for the movie near New York.

A) new act
B) new song
[✓ C)] particular place
D) cheap price

22. Clancy likes to eat a papaya with his breakfast.

A) glass
B) spoon
C) drink
[✓ D)] fruit

(P/R) - BASELINE OBJECTIVE 43: CHOOSES A WORD THAT WILL FIT IN A GIVEN SENTENCE.

Directions: For each item below, choose the word that belongs in the blank.

23. The artist has just finished the _______.

A) company
B) bribe
[✓ C)] sculpture
D) venison

24. Carmen has grown beautiful _______ in her garden.

A) hair
B) habits
[✓ C)] flowers
D) rocks

25. Rosa will _______ the orchestra in their first concert.

A) extend
[✓ B)] conduct
C) probe
D) destroy

26. The _______ pot was found in the cave.

[✓ A)] earthen
B) healthy
C) hazy
D) regular

(P/R) - BASELINE OBJECTIVE 45: RECOGNIZES AND IDENTIFIES MEANINGS OF SYNONYMS AND ANTONYMS.

Directions: For each item below, choose the word that means the same as the underlined word.

27. annoy

A) care
B) twist
[✓ C)] bother
D) report

28. thin

A) asleep
[✓ B)] skinny
C) shiny
D) young

Directions: For each item below, choose the word that means the opposite of the underlined word.

29. sorry

A) laugh
[✓ B)] glad
C) gloomy
D) blame

30. enemy

A) braves
[✓ B)] friend
C) practice
D) player

III. COMPREHENSION

BASELINE OBJECTIVE: READS WITH UNDERSTANDING.

Directions: For each item below, read the story. Choose the best answer for the question.

We see many more small cars today than we did a short time ago. With the price of gas going up, many drivers have bought cars that use less gas. Generally, small cars are cheeper to run. They weigh less and use less gas than other cars.

However, small cars have one very bad feature. In an accident, the driver of a small car is more likely to be hurt than the driver of a large car.

31. What is this story about?

    A) how to fix small cars when they do not run
    B) where to drive small cars
    [✓ C)] the good and bad features of small cars
    D) what you should do if you have an accident

32. From the story, why do we see more small cars?

    A) They are fun to drive.
    [✓ B)] They cost less money to run.
    C) They are safe to drive.
    D) They are faster than other cars.

33. Which of the following would be the best sentence to add to the end of for the last paragraph?

    A) I like to drive a small car.
    B) Small cars are safer than other cars.
    [✓ C)] Drivers of small cars must be extra careful.
    D) We should all ride the bus more.

34. What does the story say about the price of gas?

    A) It has gone down.
    [✓ B)] It has gone up.
    D) It is too low.
    C) It is too high.

Many students have jobs after school. Andy works in his family's store. He helps clean the store. He likes to work in the store. When the store closes, Andy goes home to eat dinner and then do his homework. Andy works hard with his family, and he has very little time to play with his friends. He would be happier if he had more time to play.

Arleen also works after school. She sells the evening newspaper. She has 143 papers to sell each day, and it takes her about two hours to finish. Then, she has time to play with her friends.

35. Where does Andy work?

A) at school
[✓ B)] in a store
C) at home
D) in a repair shop

36. How are Andy and Arleen alike?

A) They both do well in school.
B) They both have a lot of friends.
C) They both like to play basketball.
[✓ D)] They both work after school.

37. What does Arleen sell?

A) toys
[✓ B)] newspapers
C) clothes
D) popcorn

38. How does Andy feel about having very little time to play with his friends?

[✓ A)] unhappy
B) excited
C) happy
D) glad

39. What is this story about?

A) what it is like to work in a store
[✓ B)] students who have jobs after school
C) jobs you may like to do
D) how to make money selling newspapers

40. When does Andy do his homework?

A) before he goes to the store
B) after he plays with his friends
C) on Saturday and Sunday
[✓ D)] after he eats dinner

If you listen carefully to what a person says, you can usually tell a lot about him or her. Sometimes you can tell how the person feels. Here are statements from two people. Can you tell how they feel?

Pam said, "I'll be glad when this TV show is over. I like stories about spies, not this one about cowboys. I get to pick the next show."

Tom said, "I don't like to watch TV very much. I prefer to read stories about spies. Sometimes I pretend to be a spy."

41. How are Pam and Tom alike?

[✓ A)] They both like stories about spies.
B) They both like to watch TV.
C) They both like to read about cowboys.
D) They both want to pick the next show.

42. Why does Pam want to pick the next show?

A) She doesn't want Tom to watch TV.
B) She wants to watch a cowboy show.
C) She wants to turn the TV off.
[✓ D)] She wants to watch a show she likes.

43. What is this story about?

A) pretending to be a spy
B) watching a cowboy show on TV
C) Pam and Tom picking the next TV show
[✓ D)] listening carefully to what others say

44. If Pam picks the next show, what is she likely to pick?

A) a cowboy show
B) an animal show
[✓ C)] a spy show
D) a travel show

FIRST AID HINTS

HINT 1: A foreign object in the eye

FIRST AID TREATMENT

1. Never rub the eye.
2. Try to wash the eye with clean cool water.
3. If the object is on the upper eyelid, lift the lid and remove the object with a clean cloth. Do not put anything in the eye unless it is clean.
4. If the object is not on the upper eyelid and cannot be washed out, then cover the eye with a clean bandage and take the person to the doctor.

HINT 2: Insect bites and stings

FIRST AID TREATMENT

1. If the stinger is in the wound, take it out.
2. Immediately apply ice or ice water to the sting or bite. This will relieve the pain.
3. Mix a paste of baking soda and water and apply it to the wound.
4. If the person is allergic to an insect bite or sting, bandage the wound and place ice over the wound. Get medical help immediately.

45. Why should you put ice on an insect sting or bite?

A) Ice will take out the stinger.
B) Ice will prevent a fever from developing.
[✓ C)] Ice will make the sting or bite hurt less.
D) Ice will form a paste with baking soda.

46. A foreign object is in a lower corner of your eye. What should you do if you have washed the eye with water but the object has not come out?

A) Apply ice to the eye.
[✓ B)] Cover the eye with a clean bandage and go to the doctor.
C) Wash the eye with baking soda and cool water, and then lie down.
D) Lift the lid and remove the object with a cloth.

47. What would happen if an insect's stinger is not taken out of the wound?

A) The insect may fly away.
[✓ B)] The wound may not heal.
C) The insect may die.
D) The stinger may be lost.

48. Which of the following statements is an opinion?

A) Ice will relieve the pain.
[✓ B)] I think the wound will heal.
C) The stinger must be removed.
D) Some people may need medical help.

Once there was a fish named Big Eyes who was tired of swimming. He wanted to get out of the water and walk like other animals do. He waited eagerly. Then one day without telling anyone he just jumped out of the water, put on his shoes, and took a long walk around the park.

49. What do you think the person who wrote this story was trying to do?

A) tell you what fish are like
B) tell you that fish wear shoes
[✓ C)] tell you a funny story about a fish
D) tell you that fish don't like to swim

50. How did Big Eyes feel when he jumped out of the water?

A) mad
[✓ B)] excited
C) hurt
D) nothing

51. What did Big Eyes do after he jumped out of the water?

A) He took a long walk.
B) He swam to an island.
C) He talked with the other animals.
[✓ D)] He put on his shoes.

52. What is this story about?

A) a fish that was caught on a hook
[✓ B)] a fish who was tired of swimming
C) a fish that played with children
D) a fish that swam to an island.

53. Why did Big Eyes want to get out of the water?

A) to get a sandwich
B) to get to the island
[✓ C)] to be like the other animals
D) to catch the other fish

IV. SPELLING

(P/R) - BASELINE OBJECTIVE 49.1: SPELLS MOST COMMONLY USED WORDS.

Directions: For each item below, choose the word that is misspelled.

54. A) stoop
B) pear
[✓ C) shov]
D) medal

55. A) museum
B) pajamas
C) umbrella
[✓ D) curent]

56. [✓ A) allou]
B) eager
C) relief
D) current

57. [✓ A) calindar]
B) improve
C) stupid
D) hockey

BASELINE OBJECTIVE 60: ADDS ENDINGS TO WORDS WHICH END IN Y.

Directions: For each item below, find the word that is not spelled correctly.

58. A) fortieth
B) jolliness
[✓ C) funnyer]
D) prettily

59. A) heavier
[✓ B) dirtyer]
C) emptiness
D) friendliness

60. A) rainiest
B) scarier
[✓ C) saltyest]
D) fiftieth

61. A) silliness
[✓ B) saing]
C) luckiest
D) gloomiest

V. COMPOSING SKILLS

BASELINE OBJECTIVE 106.1: WRITES A PARAGRAPH CONSISTING OF A TOPIC SENTENCE AND RELEVANT DETAILS TO FIT A SPECIFIC AUDIENCE AND PURPOSE.

Directions: Imagine that your school principal asked for suggestions about how to make things better in your school. Write a paragraph telling just ONE thing you think should be changed, how to bring about the change, and how the school will be improved by it. Write your paragraph on a separate piece of paper.

(P/R) - BASELINE OBJECTIVE 99: IDENTIFIES IRRELEVANT SENTENCES IN A PARAGRAPH.

Directions: For each item below, choose the sentence which does not belong with the other sentences in a paragraph to make a story.

62. A) My telephone at home would not work yesterday.
B) I called the telephone company from my office.
[✓ C)] The telephone was invented in 1876.
D) The company sent someone to repair my phone.

63. A) The man on the corner sells fruit.
[✓ B)] Much of the fruit that we eat is grown in South America.
C) He has baskets that hold the fruit.
D) People on the street buy fruit from him.

64. A) Debbie drives a taxi.
B) She takes people from the airport to their homes.
C) The people pay her money for the ride.
[✓ D)] I saw a green taxi once.

65. A) Leroy is taking a life-saving course.
B) The course is taught by the swimming teacher.
[✓ C)] Swimming is a good way to have fun.
D) Leroy is learning how to help someone who has trouble in the water.

BASELINE OBJECTIVE 104: IDENTIFIES AND CORRECTS SENTENCE FRAGMENTS.

Directions: For each item below, choose the answer that is not a complete sentence.

66. A) Do you smell smoke?
B) The soccer ball is flat.
C) The moon will be full tonight.
[✓ D)] The mailbox on the corner.

67. A) The ball crashed through the window.
[✓ B)] Flying through the air.
C) The man answered the door.
D) Andy lives in the apartment.

68. A) There are arrows pointing to the sign.
    [✓ B)] Painting a picture of the children playing in the park.
    C) Have you asked your mother if you can go?
    D) Max got up early in the morning to go fishing.

69. [✓ A)] The birds with the red wings.
    B) The rocket will blast into the sky.
    C) Ben was watching the bears eat.
    D) The ball was hidden behind the chair.

(P/R) - BASELINE OBJECTIVE 82: CAPITALIZES SELECTED NAMES.

Directions: For each item below, choose the word or words that must always be capitalized.

70. A) new supermarket
    [✓ B)] lutheran church
    C) cactus wren
    D) chimpanzee

71. [✓ A)] allied fence company
    B) scholarship
    C) marshy bog
    D) a celebration

72. A) pincushion moss
    B) the stationmaster
    C) baking powder
    [✓ D)] perkin's lawn service

73. A) ground beetle
    [✓ B)] temple shalom
    C) sycamore tree
    D) mustard greens

(P/R) - BASELINE OBJECTIVE 91: USES CORRECT PUNCTUATION.

Directions: For each item below, choose the sentence which has a mistake in punctuation.

74. A) John was tossing rocks into the river while he waited for Ted.
    [✓ B)] The car with the flat tire the old milk truck and the school bus are parked on the street.
    C) It was a long ride into town and back to the ranch.
    D) The school bus was making the last stop when one of the front tires went flat.

75. [✓ A)] The dog dug a hole put a bone in it and filled it with dirt.
    B) The train was three hours late because it had to be repaired.
    C) We went to the new park when the rain stopped.
    D) The squirrels liked to tease the dog by running along the top of the fence.

76. A) Joe had to wash and dry the dishes after breakfast.
B) The pilot jumped from the plane when it caught on fire.
[✓ C)] Jim had to fix his bike clean the garage and weed the garden.
D) Joan ran up the hill and tried to stop the cat.

77. A) The black car pulled away from the curb and raced after the bus.
[✓ B)] The clown had large shoes green pants and a red nose.
C) Sue wanted to paint the car and replace the seats.
D) We saw Mike and Tom when we went to the concert.

BASELINE OBJECTIVE 90.1: USES CORRECT PUNCTUATION.

Directions: For each item below, choose the best punctuation mark to complete the sentence.

78. She cried, "Help _____"

[✓ A)] !
B) .
C) ?
D) No punctuation mark

79. The man shouted, "Look out _____"

A) ,
[✓ B)] !
C) ?
D) No punctuation mark

80. The gun exploded, "Boom _____"

[✓ A)] !
B) :
C) ;
D) No punctuation mark

81. The tree branch broke, "Snap _____"

A) .
B) ;
[✓ C)] !
D) No punctuation mark

VI. USAGE

BASELINE OBJECTIVE 110: SELECTS THE CORRECT PRONOUN FOR USE IN COMPOUND SUBJECTS AND OBJECTS.

Directions: For each item below, choose the word that best completes the sentence.

82. The letter was sent to Sally and _____.

A) he
[✓ B) him]
C) his
D) they

83. John and _____ think their school is best.

A) her
[✓ B) she]
C) hers
D) them

84. The dog ran after Rosa and _____.

A) they
B) he
C) I
[✓ D) me]

85. Dick talked to Tom and ____ last night.

A) he
[✓ B) him]
C) they
D) his

BASELINE OBJECTIVE 110: SELECTS A PRONOUN TO AGREE WITH ITS ANTECEDENT IN A GIVEN SENTENCE (INCLUDING INDEFINITE PRONOUNS).

Directions: For each item below, choose the word that can correctly replace the underlined word or words.

86. Joan dropped the glass and broke the glass.

A) that
[✓ B) it]
C) him
D) her

87. George had a dog, and the dog was always scratching.

A) his
B) her
[✓ C) it]
D) them

88. Sara smiled at the little baby.

[✓ A) her]
B) his
C) they
D) them

89. Mike and his brother live in a very large house.

A) His
B) He
C) Them
[✓ D) They]

BASELINE OBJECTIVE 109: SELECTS THE CORRECT FORM OF THE VERB THAT AGREES WITH THE SUBJECT.

Directions: For each item below, choose the word that best completes the sentence.

90. The prince _______ before the king.

A) kneel
[✓ B) kneels]
C) kneeled
D) knelted

91. Joan and Bob _____ their homework before dinner.

[✓ A) did]
B) doing
C) done
D) does

92. Harry and Maria _______ the club every year.

[✓ A) join]
B) joining
C) joint
D) joins

93. The owner of the ranch asked Ann if she _______ a horse often.

[✓ A) rides]
B) riding
C) ride
D) rided

(P/R) - BASELINE OBJECTIVE 109: SELECTS THE CORRECT VERB TO USE IN A SENTENCE.

Directions: For each item below, choose the word that best completes the sentence.

94. Tom must _____ the books at the library.

A) let
[✓ B) leave]

95. A hard job can _____ us to work hard.

[✓ A) teach]
B) learn

96. Joan will ______ how to sew from her grandmother.

A) teach
[✓ B) learn]

97. Joan will ____ the box on the desk.

A) sit
[✓ B) set]

98. I like to _____ flowers.

[✓ A) raise]
B) rise

99. Will mother _____ you go alone?

[✓ A) let]
B) leave

100. Please ____ down, and be quiet.

[✓ A) sit]
B) set

101. I often _____ before the sun is up.

A) raise
[✓ B) rise]

(P/R) - BASELINE OBJECTIVE 109: SELECTS THE CORRECT FORM (PAST, PAST PARTICIPLE) OF BOTH REGULAR AND IRREGULAR VERBS.

Directions: For each item below, choose the word that best completes the sentence.

102. The rabbit has ________ in my arms and gone to sleep.

[✓ A) snuggled]
B) snuggleding
C) snuggling
D) snuggle

103. The banks has _______ money to the businesses.

A) lends
[✓ B) lent]
C) lended
D) lending

104. The cook ________ the spoon into the pot.

A) stick
B) sticked
[✓ C) stuck]
D) stucked

105. The detective ________ a long coat.

A) wear
B) wearing
[✓ C) wore]
D) wores

(P/R) - BASELINE OBJECTIVE 111: CHOOSES BETWEEN SELECTED FORMS OF AN ADJECTIVE.

Directions: For each item below, choose the word that best completes the sentence.

106. Of the three horses, he was the _________.

[✓ A) smallest]
B) smaller

107. The first shirt was the _______ of the three.

[✓ A) laciest]
B) lacier

108. Of the two cakes, Ted's was the ________.

A) moistest
[✓ B) moister]

109. Susan was the _________ of the two runners.

A) weariest
[✓ B) wearier]

BASELINE OBJECTIVE 111.1: USES SELECTED ADJECTIVES.

Directions: For each item below, choose the word that best completes the sentence.

110. Did you want ______ books on your desk?

A) them
B) they
C) this
[✓ D) these]

111. John said he saw ______ boys yesterday.

A) them
[✓ B) those]
C) they
D) that

112. The guests wanted to stay in ______ rooms.

A) they
[✓ B) these]
C) them
D) this

113. Larry likes to look at ______ pictures.

A) them
B) that
C) they
[✓ D) those]

(P/R) - BASELINE OBJECTIVE 112: CORRECTS DOUBLE NEGATIVES.

Directions: For each item below, choose the word that best completes the sentence.

114. Anita found there ______ no easy way home.

[✓ A) was]
B) wasn't

115. The boat did not have ___ lights.

A) no
[✓ B) any]

116. Bob _____ answer none of the problems.

[✓ A) can]
B) can't

117. I _______ never been here before.

A) haven't
[✓ B) have]

VII. REFERENCE

(P/R) - BASELINE OBJECTIVE 12.1: USES A DICTIONARY TO CORRECT MISSPELLED WORDS AND TO DEFINE A WORD USED IN CONTEXT.

Use this dictionary page to answer the next four test items.

---

bawl v. 1. to weep or sob loudly. 2. to bellow, shout or yell.

bil-lion n. a number that is one thousand times one million. It is written 1,000,000,000.

bit-ter adj. 1. having a sharp or biting taste. 2. unpleasant to the mind; hard to bear.

blun-der v. to make a careless, stupid, mistake; act blindly.

blurt v. to say suddenly or without thinking.

bog-gy adj. marshy, wet, and spongy like a swamp.

bo-ler-o n. 1. a lively dance accompanied by castanets. 2. a short, open jacket ending at or above the waistline.

bo-nus n. something extra.

bra-zen adj. 1. of brass. 2. like brass in color or other qualities.

bribe n. money or gifts given to someone to get him or her to do something. v. to give or offer a bribe to.

brin-dle adj. gray or brownish yellow colored, with irregular dark streaks or spots.

brit-tle adj. very easily broken.

bro-cade n. a heavy fabric woven with raised designs.

Directions: For each item below, use the dictionary page to choose the word that is misspelled.

118. A) blurt
     B) bitter
     [✓ C)] baul
     D) bribe

119. A) brindle
     B) blunder
     C) bolero
     [✓ D)] britle

Directions: For each item below, use the dictionary page to choose the word that best completes the sentence.

120. The officer did not take the ______ to let the crook go free.

[✓ A)] bribe
B) billion
C) bonus
D) bolero

121. The boys got wet when they marched through the ______ valley.

A) bitter
B) brindle
[✓ C)] boggy
D) brittle

Use this dictionary page to answer the next four test items.

---

grate v. grat-ed, grat-ing. 1. to shred by rubbing against a rough surface. 2. to rub together in a way that produces a harsh scraping sound.

grey-hound n. a slender dog with a smooth coat and a long nose.

grieve v. 1. to feel great sadness or pain; mourn, 2. to make someone feel sorrow, sadness, or pain.

guitar n. a musical instrument having a long neck. six or more strings, and a body shaped somewhat like a violin. It is played by plucking or strumming the strings.

gul-ly n., pl., gul-lies. a ditch or channel cut in the earth by running water.

hab-it n. an action that is done so often that it is done without thinking about it.

ha-ci-en-da n. a landed estate, country house, ranch, or plantation.

hail v. 1. to shout in greeting or welcome. 2. to shout to or after; attract the attention of by calling.

har-ass v. to bother or annoy, to torment.

har-ness n. 1. a combination of straps and bands resembling the gear by which a draft animal is attached to the load it is pulling.

haze n. mist, smoke, or dust in the air.

Directions: For each item below, use the dictionary page to choose the word that is misspelled.

122. A) gully
[✓ B) greve]
C) hail
D) grate

123. A) habit
B) harass
[✓ C) hase]
D) guitar

Directions: For each item below, use the dictionary page to choose the word that best completes the sentence.

124. The cowboys rode to the _______ to get the new wagon box.

A) harness
[✓ B) hacienda]
C) grayhound
D) habit

125. The woman was ordered not to ______ the company by telephone again.

A) hail
B) grate
[✓ C) harass]
D) grieve

APPENDIX
ABC COMMUNICATIONS TESTS
LEVEL 6

TM 830426 (2 of 6)

LEVEL 6 INDEX

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17. Identifies standard symbols, codes and abbreviations used in sixth-level materials and uses KEY information on maps and graphs to determine: physical features (rivers, mountains, etc.); natural resources (forests, oils, etc.); direction of movement from one place to another; political boundaries (counties, states, nations, etc.); products; population; distances between points on a road map and picture map..........96; 98

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19. Applies knowledge of map reading to locate and describe places VA:I-V; uses maps to visualize landscape features; uses grid to locate places on road maps; uses knowledge of longitude and latitude to locate places on maps and globes.................... 102

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21. Identifies what is found on each part of a graph or table.. 106

22. Reads amounts by: using special symbols and/or a KEY; interpreting the sectors of a circle on circle graphs; locating a cell in a table; using the scale on bar and line graphs.. 107

23. Compares two or more values by determining rank VA:I-V.. 111

THINKING

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II. Inferential Level: Deals with implied meanings and reasoning based on facts and details presented.............. 113

III. Critical Level: Deals with evaluation and judgment based on knowledge and life experiences................ 116

IV. Applied Level: This step involves the processing of information to the next logical step-action.................. 119

COMMUNICATIONS
LEVEL 6

BASELINE OBJECTIVE 39: USES PREFIXES APPROPRIATELY IN SENTENCE CONTEXT.

DIRECTIONS

For each item below, choose the prefix which will correctly complete the sentence.

ANSWER KEY

1. B
2. D
3. A
4. D
5. C
6. B
7. A
8. C

RECOMMENDED MINIMUM PASSING SCORE

Six of eight items correct.

COMMUNICATIONS
LEVEL 6

BASELINE OBJECTIVE 39: USES THE FOLLOWING PREFIXES APPROPRIATELY IN SENTENCE CONTEXT: AD-, FORE-, CO-, SELF-, NON-, POST-, INTER-, SEMI-, SUB-, SUPER-.

Directions: For each item below, choose the prefix which will correctly complete the sentence.

1. Michael was _____-warned of the dangers of racing.

   A) sub-
   B) fore-
   C) co-
   D) pre-

2. I took in the car for its _____-annual inspection.

   A) co-
   B) self-
   C) super-
   D) semi-

3. The dolphin flicked his tail and rapidly began to _____-merge.

   A) sub-
   B) inter-
   C) post-
   D) ad-

4. Writing poetry is a form of _____-expression.

   A) super-
   B) co-
   C) inter-
   D) self-

5. Hal and Jerry are the team's _____-captains.

   A) self-
   B) fore-
   C) co-
   D) inter-

6. The picnic was _____-poned because of rain.

   A) semi-
   B) post-
   C) non-
   D) sub-

7. What we cannot understand, we attribute to the _____-natural.

   A) super-
   B) semi-
   C) fore-
   D) sub-

8. Mei Ling was there to _____-pret for the Chinese minister.

   A) self-
   B) co-
   C) inter-
   D) super-

COMMUNICATIONS
LEVEL 6

BASELINE OBJECTIVE 40: USES THE FOLLOWING SUFFIXES APPROPRIATEY IN SENTENCE CONTEXT: -ISH, -AGE, -ARY/ERY

DIRECTIONS

For each item below, choose the suffix which will correctly complete the sentence.

ANSWER KEY

1. A
2. B
3. D
4. A

RECOMMENDED MINIMUM PASSING SCORE

Three of four items correct.

COMMUNICATIONS
LEVEL 6

BASELINE OBJECTIVE 40: USES SUFFIXES APPROPRIATELY IN SENTENCE CONTEXT.

Directions: For each item below, choose the suffix which will correctly complete the sentence.

1. I'd say that his behavior was child-_____.

A) -ish C) -age
B) -ary D) -ery

2. Starting to shave is sometimes considered a rite of pass-_____.

A) -ary C) -ery
B) -age D) -ish

3. The flowers mark the bound-_____ of this yard.

A) -ery C) -ish
B) -age D) -ary

4. The rook-_____ was filled with arriving penguins.

A) -ery C) -ary
B) -ish D) -age

BASELINE OBJECTIVE 43: USES CONTEXT CLUES TO CHOOSE A WORD THAT WOULD FIT IN A GIVEN CONTEXT.

DIRECTIONS

For each item below, choose the word which will best complete the sentence.

ANSWER KEY

1. C
2. A
3. C
4. D
5. B

RECOMMENDED MINIMUM PASSING SCORE

Four of five items correct.

COMMUNICATIONS
LEVEL 6

BASELINE OBJECTIVE 43: USES CONTEXT CLUES TO CHOOSE A WORD THAT WOULD FIT IN A GIVEN CONTEXT.

Directions: For each item below, choose the word which will best complete the sentence.

1. Mary Ann will be the _________ at the next party.

A) image
B) referee
C) hostess
D) speaker

2. We cannot use that board because it is _________.

A) warped
B) merry
C) winsome
D) frank

3. Frank was filled with _________ to become a lawyer.

A) pudding
B) rejection
C) desire
D) helium

4. The bounty hunters claimed their _________ when they brought in the criminal.

A) guns
B) mail
C) heroes
D) reward

5. The musician was _________ for his brilliant performance.

A) capsized
B) acclaimed
C) ridiculed
D) requested

COMMUNICATIONS
LEVEL 6

BASELINE OBJECTIVE 42: USES CONTEXT CLUES TO DETERMINE THE MEANING OF UNFAMILIAR WORDS.

DIRECTIONS

Answer each question below.

ANSWER KEY

1. D
2. A
3. B
4. D
5. B

RECOMMENDED MINIMUM PASSING SCORE

Four of five items correct.

COMMUNICATIONS
LEVEL 6

BASELINE OBJECTIVE 42: USES CONTEXT CLUES TO DETERMINE THE MEANING OF UNFAMILIAR WORDS.

Directions: Answer each question below.

1. Mr. Green was presented with a voluminous stack of papers.

   In this sentence, voluminous means

   A) airy c) enthusiastic
   B) colored D) of great size

2. The ill-tempered child responded petulantly to the teacher's request.

   In this sentence, petulantly means

   A) bad-temperedly C) loudly
   B) cheerfully D) quietly

3. Early settlers used homespun to make their clothes.

   In this sentence, homespun means

   A) a colored dye C) a sewing machine
   B) a hand-made fabric D) a plant

4. The policeman intercepted the truck at the intersection.

   In this sentence, intercepted means

   A) to chase C) to frighten
   B) to see D) to stop on the way

5. The balloon would not rise, until they dropped ballast.

   In this sentence, ballast means

   A) a type of sandwich C) a song
   B) a heavy weight D) a vote

COMMUNICATIONS
LEVEL 6

BASELINE OBJECTIVE 44: SELECTS FROM MULTIPLE MEANINGS THE MOST APPROPRIATE MEANING FOR A WORD IN A GIVEN CONTEXT.

DIRECTIONS

For each of the following items, mark the definition which best explains the meaning of the underlined word as it is used in the sentence.

ANSWER KEY

1. D
2. A
3. B
4. C
5. A
6. D
7. A
8. D
9. B
10. C

RECOMMENDED MINIMUM PASSING SCORE

Seven of ten items correct.

BASELINE OBJECTIVE 44: SELECTS FROM MULTIPLE MEANINGS THE MOST APPROPRIATE MEANING FOR A WORD IN A GIVEN CONTEXT.

Directions: For each of the following items, mark the definition which best explains the meaning of the underlined word as it is used in the sentence.

1. Where is the mate to my slipper?

   In this sentence, mate means

   A) a deck officer
   B) a helper
   C) to join together
   D) one of a pair

2. The movie was so dull, it began to tax my patience.

   In this sentence, tax means

   A) to make demands on
   B) money taken for public purposes
   C) to accuse
   D) to assess the amount of costs

3. Sometimes my initial impression turns out to be completely wrong.

   In this sentence, initial means

   A) large letter beginning a text
   B) beginning or first
   C) first letter of a name
   D) to approve

4. If you join that club, you will be subject to all its rules.

   In this sentence, subject means

   A) a person owing allegience to a sovereign power
   B) being dependent on a future event
   C) to be under the control of
   D) a person to be tested

5. When the clay has dried, the mold must be removed with great care.

   In this sentence, mold means

   A) a form in which material is shaped
   B) to influence people
   C) a substance growing on decaying organic material
   D) to give shape to a material

OBJECTIVE 44 (CONTINUED)

6. Please bring in your medical record.

In this sentence, record means

A) disc with a spiral groove
B) declaring oneself publicly
C) surpassing all others of the kind
D) a history of past events

7. The brave mountain climber would court danger on every trip.

In this sentence, court means

A) act so as to invite
B) the residence of a king
C) a place to play games
D) engaging in activities leading to marriage

8. Chess masters often spend hours planning their next move.

In this sentence, move means

A) to proceed in a certain direction
B) to persuade emotionally
C) change of residence or location
D) step or play in a game

9. Manuel always showed an interest in his school work.

In this sentence, interest means

A) title or legal right to something
B) a feeling of concern or special attention
C) a charge for borrowed money
D) to persuade to participate

10. If that table is to be strong, you must support the legs.

In this sentence, support means

A) to advocate
B) to comfort
C) to hold up
D) to pay the costs for

COMMUNICATIONS
LEVEL 6

BASELINE OBJECTIVE 45: RECOGNIZES AND IDENTIFIES MEANINGS OF SYNONYMS AND ANTONYMS USED IN 6TH-GRADE MATERIALS.

DIRECTIONS

For items 1-6, choose the word which means the same or nearly the same as the capitalized word.

For items 7-12, choose the word which means the opposite or nearly the opposite of the capitalized word.

ANSWER KEY

1. A
2. D
3. B
4. C
5. C
6. D
7. A
8. B
9. D
10. C
11. B
12. A

RECOMMENDED MINIMUM PASSING SCORE

Nine of twelve items correct.

BASELINE OBJECTIVE 45: RECOGNIZES AND IDENTIFIES MEANINGS OF SYNONYMS AND ANTONYMS USED IN 6TH-GRADE MATERIALS.

Directions: For items 1-6, choose the word which means the same or nearly the same as the capitalized word.

1. HOSTILE:

A) feeling hatred
B) restless
C) ticket booth
D) place to rest

2. QUALITY:

A) free of impurities
B) belligerent
C) enable
D) excellence

3. CONCEPT:

A) to attend to
B) a general idea
C) a store
D) vanity

4. RITUAL:

A) spontaneous
B) voodoo
C) rite
D) food

5. ADAPT:

A) appropriate
B) skillful
C) adjust
D) to stick to

6. REMOTE:

A) to speak
B) to move down
C) refute
D) far away

For items 7-12, choose the word which means the opposite or nearly the opposite of the capitalized word.

7. WRATH:

A) peace
B) boat
C) twist
D) rage

8. LIMBER:

A) fat
B) inflexible
C) flabby
D) torso

9. INTENT:

A) aim
B) indulgent
C) purpose
D) undecided

10. YIELD:

A) submit
B) harvest
C) resist
D) those

BASELINE OBJECTIVE 45 (continued)

11. REEK:

- A) verbose
- B) smell pleasant
- C) retract
- D) bank

12. OUST:

- A) include
- B) without
- C) attend
- D) show-off

COMMUNICATIONS
LEVEL 6

BASELINE OBJECTIVE 46: RECOGNIZES AND IDENTIFIES MEANINGS OF HOMOGRAPHS AND HOMONYMS USED IN SIXTH GRADE MATERIALS.

DIRECTIONS

For each item below, choose the homonym which will correctly complete the sentence (items 1-8).

Write two definitions for each homograph below (items 9-13). (Score one point for each correct definition.)

ANSWER KEY

1. A
2. B
3. C
4. B
5. A
6. A
7. B
8. B

9. 1. a foundation
   2. low, mean, or inferior
10. 1. case containing face powder
    2. small, tightly arranged
11. 1. space in a barn for an animal
    2. to bring to a stop
12. 1. a small bird
    2. to ingest
13. 1. to hit
    2. a mark of time, as in music

RECOMMENDED MINIMUM PASSING SCORE

Nine of thirteen items correct.

BASELINE OBJECTIVE 46: RECOGNIZES AND IDENTIFIES MEANINGS OF HOMOGRAPHS AND HOMONYMS USED IN SIXTH GRADE MATERIALS.

Directions: For each item below, choose the homonym which will correctly complete the sentence.

1. Fred asked for a _____ of pecan pie.

   A) piece B) peace

2. The usher showed the guests down the _____.

   A) I'll B) aisle

3. Mary Ann _____ a knot in the end of the rope.

   A) tied B) tide

4. Who can put the _____ on the oxen?

   A) yolk B) yoke

5. The hawk hungrily eyed his _____.

   A) prey B) pray

6. Martina went to the bank to get a _____.

   A) loan B) lone

7. With great care, the cat crept out to the end of the _____.

   A) bow B) bough

8. Because the fields were arid, the tractor sat _____ in the barn.

   A) idol B) idle

BASELINE OBJECTIVE 46 (CONTINUED)

Directions: Write two definitions for each homograph below.

9. base
1. ______________________________
2. ______________________________

10. compact
1. ______________________________
2. ______________________________

11. stall
1. ______________________________
2. ______________________________

12. swallow
1. ______________________________
2. ______________________________

13. beat
1. ______________________________
2. ______________________________

COMMUNICATIONS
LEVEL 6

BASELINE OBJECTIVE 47: RECOGNIZES WORDS THAT AFFECT SENTENCE MEANING.

DIRECTIONS

For each item below, find the word(s) which show cause and effect or comparison and contrast. Circle the word(s) which show cause and effect. Underline the words which show comparison and contrast.

ANSWER KEY

1. As a result of heavy rains, the lakes are overflowing.
2. Tim will lead the group because he knows the way.
3. We could watch TV. On the other hand, there is a good movie playing.
4. Harry wanted to play ball, but Jim had to study.
5. Jane has been very happy since she was accepted into college.
6. I would be happy to go. However, I have other plans for that day.
7. Marvin failed to do his homework; consequently, he failed the course.
8. Although we had never built one before, we did not find it difficult.
9. The economy is in a decline; thus many people are unemployed.

RECOMMENDED MINIMUM PASSING SCORE

Seven of nine items correct.

COMMUNICATIONS
LEVEL 6

BASELINE OBJECTIVE 47: RECOGNIZES WORDS THAT AFFECT SENTENCE MEANING.

Directions: For each item below, find the word(s) which show cause and effect or comparison and contrast. Circle the word(s) which show cause and effect. Underline the words which show comparison and contrast.

1. As a result of heavy rains, the lakes are overflowing.
2. Tim will lead the group because he knows the way.
3. We could watch TV. On the other hand, there is a good movie playing.
4. Harry wanted to play ball, but Jim had to study.
5. Jane has been very happy since she was accepted into college.
6. I would be happy to go. However, I have other plans for that day.
7. Marvin failed to do his homework; consequently, he failed the course.
8. Although we had never built one before, we did not find it difficult.
9. The economy is in a decline; thus many people are unemployed.

COMMUNICATIONS
LEVEL 6

BASELINE OBJECTIVE 48: DEVELOPS CONCEPTS BY IDENTIFYING AND LABELING GROUPS OF WORDS WHICH SHARE A COMMON RELATIONSHIP.

DIRECTIONS

For each item below, circle the word which does not belong in the group. Then write a word or phrase that tells what is the same about the words which do belong together.

ANSWER KEY

Score one point for the correct word. Circle and one point for the correct concept.

1.	flute	stringed instruments
2.	office	storage of transportation
3.	humid	things that can cause crop failure
4.	airship	boats or water transportation
5.	fact	beliefs not necessarily based on fact

RECOMMENDED MINIMUM PASSING SCORE

Eight of ten points correct.

COMMUNICATIONS
LEVEL 6

BASELINE OBJECTIVE 48: DEVELOPS CONCEPTS BY IDENTIFYING AND LABELING GROUPS OF WORDS WHICH SHARE A COMMON RELATIONSHIP.

Directions: For each item below, circle the word which does not belong in the group. Then write a word or phrase that tells what is the same about the words which do belong together.

1. flute, banjo, piano, guitar

    ____

2. hanger, office, dock, garage

    ____

3. blight, flood, drought, humid

    ____

4. yacht, sampan, barge, airship

    ____

5. belief, fact, faith, opinion

    ____

COMMUNICATIONS
LEVEL 6

BASELINE OBJECTIVE 15: REFINES AND IMPROVES WRITING SKILLS.

BASELINE OBJECTIVE 19: USES CORRECT FORM WHEN WRITING A BUSINESS LETTER AND ADDRESSING THE ENVELOPE.

BASELINE OBJECTIVE 20: USES CORRECT FORM, CAPITALIZATION, AND PUNCTUATION IN WRITTEN CONVERSATION.

BASELINE OBJECTIVE 84: CAPITALIZES APPROPRIATE PARTS OF BUSINESS LETTERS.

BASELINE OBJECTIVE 91: USES COMMAS IN BUSINESS LETTERS.

BASELINE OBJECTIVE 93: USES COLONS IN A BUSINESS LETTER.

DIRECTIONS

Write a business letter of at least two paragraphs to the Dallas School Board giving your opinion on the possible change of the school year months. The proposed change would have schools open from September to late June. The board's address is 4027 Staff Drive, Dallas, TX 75200. Use correct form, capitalization, and punctuation. Address the envelope for your letter, remembering to include your return address.

SCORING

This writing sample may be used for observation and documentation of skills listed in objectives 15, 19, 20, 84, 91 and 93. No absolute scoring system presently exists for these objectives, so teacher judgement must be used. The following checklist may be helpful.

	Acceptable	Unacceptable
Cursive writing skills	________	________
Paragraph indentation	________	________
Margins	________	________
Letter form	________	________
Envelope form	________	________
Capitalization	________	________
Punctuation	________	________

RECOMMENDED MINIMUM PASSING SCORE

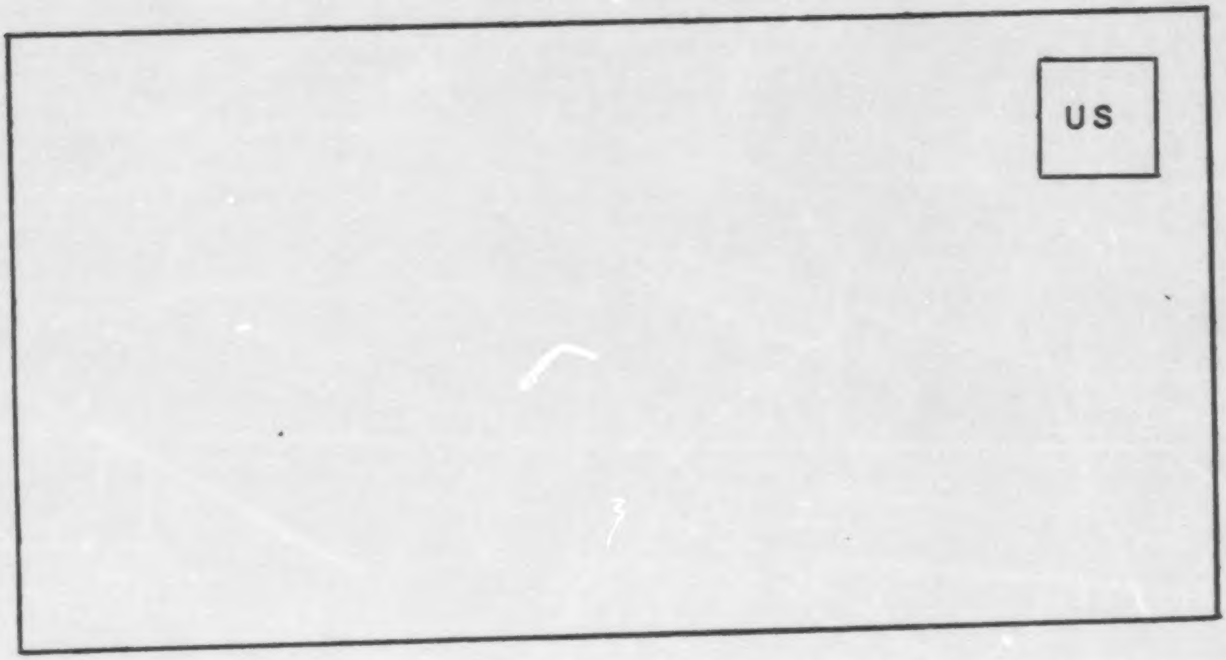
Teacher judgement.

COMMUNICATIONS
LEVEL 6

BASELINE OBJECTIVES 15, 19, 20, 84, 91 AND 93: WRITTEN FORM, CAPITALIZATION, AND PUNCTUATION.

TEST ITEMS

Write a business letter of at least two paragraphs to the Dallas School Board giving your opinion on the possible change of the school year months. The proposed change would have schools open from September to late June. The board's address is 4027 Staff Drive, Dallas, TX 75200. Use correct form, capitalization, and punctuation. Address the envelope for your letter, remembering to include your return address.


US

BASELINE OBJECTIVE 17: INDENTS ANY PART OF A LINE OF TRADITIONAL POETRY WHICH MUST BE WRITTEN BELOW THE ORIGINAL.

DIRECTIONS

In the space below, rewrite these lines of poetry in traditional form.

I am the mountain, to stand with pride, strength, and faith. I am the tree, to stand tall and straight, above all to be honest with myself, and to my brothers and my sisters.

ANSWER KEY

Because writing size will vary from student to student, teacher judgement must be used to score this exercise. Only the beginnings of the two sentences ["I am"], however, should be left-adjusted. Each succeeding phrase should be indented.

RECOMMENDED MINIMUM PASSING SCORE

Teacher judgement.

BASELINE OBJECTIVE 17: INDENTS ANY PART OF A LINE OF TRADITIONAL POETRY WHICH MUST BE WRITTEN BELOW THE ORIGINAL.

Directions: In the space below, rewrite these lines of poetry in traditional form.

I am the mountain, to stand with pride, strength, and faith. I am the tree, to stand tall and straight, above all to be honest with myself, and to my brothers and my sisters.

BASELINE OBJECTIVE 37: SPELLS COMMON IRREGULAR WORDS.

DIRECTIONS

Write each word as it is read to you.

THEN SAY:

1. Brief. Mrs. Allen will give a brief explanation. Brief.
2. Weird. On Halloween, many weird outfits may be seen. Weird.
3. Thread. Harry has gone to buy thread at the store. Thread.
4. Stroll. In the evening, we enjoyed a stroll through the park. Stroll.
5. Shriek. The mouse popped up, causing Amy to shriek in fright. Shriek.
6. Toll. The toll on this road is a quarter. Toll.
7. Sweat. My shirt is wet from sweat. Sweat.
8. Host. Who will be the host for this party? Host.
9. Dough. This bread is made from a heavy dough. Dough.
10. Chief. The chief engineer was sitting in the caboose. Chief.
11. Glove. I would rather wear a mitten than a glove. Glove.
12. Mild. The weather is quite mild for mid-winter. Mild.

OBJECTIVE 37 (CONTINUED)

ANSWER KEY

1. brief
2. weird
3. thread
4. stroll
5. shriek
6. toll
7. sweat
8. host
9. dough
10. chief
11. glove
12. mild

RECOMMENDED MINIMUM PASSING SCORE

Nine of twelve items correct.

COMMUNICATIONS
LEVEL 6

BASELINE OBJECTIVE 37: SPELLS COMMON IRREGULAR WORDS.

Directions: Write each word as it is read to you.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________
7. ______________________________
8. ______________________________
9. ______________________________
10. ______________________________
11. ______________________________
12. ______________________________

COMMUNICATIONS
LEVEL 6

BASELINE OBJECTIVE 38: SPELLS FREQUENTLY USED HOMONYMS.

DIRECTIONS

For each item below, spell the homonym that is read to you in two different ways.

1. Aisle. We want seats on the aisle. His dream was to spend his days fishing on a tropical isle. Isle.
2. Poll. The station conducted a poll to determine the popularity of a program. We used a pole to guide the raft. Pole.
3. Bough. The bough was so heavily laden with fruit, it seemed as though it might break. You do not need to bow when you are introduced. Bow.
4. Idle. If you appear to be idle, she will assign more work for you to do. He hoped to become a teen idol but actually became a stockbroker. Idol.
5. Base. I cannot find a base for this statue. Harvey sings bass in the school choir. Bass.
6. Hair. You should find someone to cut your hair. A famous race took place between a tortoise and a hare. Hare.
7. Prey. The savage spider stalked her unsuspecting prey. I pray the damage is no worse that we know. Pray.
8. Stake. Witches long ago were burned at the stake. I will order a steak and a baked potato. Steak.
9. Ferry. Before the bridge was built, a ferry carried people and their gear from one side of the river to the other. What was the name of the fairy king in "A Midsummer Night's Dream?" Fairy.
10. Sent. Why were you sent here? The fragrance was an oriental scent. Scent.
11. Vain. Narcissus was a most vain young man, always admiring himself. The miner's found a rich vein of silver. Vein.
12. Lone. A lone coyote howled in the moonlight. The book I wanted was already out on loan. Loan.

OBJECTIVE 38 (CONTINUED)

ANSWER KEY

1.	aisle	isle
2.	poll	pole
3.	bough	bow
4.	idle	idol
5.	base	bass
6.	hair	hare
7.	prey	pray
8.	stake	steak
9.	ferry	fairy
10.	sent	scent
11.	vain	vein
12.	lone	loan

RECOMMENDED MINIMUM PASSING SCORE

Nine of twelve items correct.

BASELINE OBJECTIVE 38: SPELLS FREQUENTLY USED HOMONYMS.

Directions: For each item below, spell the homonym that is read to you in two different ways.

1. ______________________ ______________________

2. ______________________ ______________________

3. ______________________ ______________________

4. ______________________ ______________________

5. ______________________ ______________________

6. ______________________ ______________________

7. ______________________ ______________________

8. ______________________ ______________________

9. ______________________ ______________________

10. ______________________ ______________________

11. ______________________ ______________________

12. ______________________ ______________________

COMMUNICATIONS
LEVEL 6

BASELINE OBJECTIVE 44: SPELLS COMMON WORDS CONTAINING ALTERNATE SPELLING PATTERNS REPRESENTING THE VOWEL SOUND IN LIKE AND WIN.

DIRECTIONS

Spell each word that is read to you.

Then Say:

1.	Ring.	I answer my phone after the second ring.	Ring.
2.	Drift.	The snow will drift as a result of the high winds.	Drift.
3.	Aisle.	The aisle must always be clear.	Aisle.
4.	Quite.	Yesterday was quite cold.	Quite.
5.	Film.	My mother likes to record special occasions on film.	Film.
6.	Broil.	I will broil the steaks.	Broil.
7.	Crime.	You should consider the consequences before you commit a crime.	Crime.
8.	Thrill.	It will be a thrill to see Uncle Sam again.	Thrill.

ANSWER KEY

1. Ring
2. Drift
3. Aisle
4. Quite
5. Film
6. Broil
7. Crime
8. Thrill

RECOMMENDED MINIMUM PASSING SCORE

Six of the eight items correct.

COMMUNICATIONS
LEVEL 6

BASELINE OBJECTIVE 44: SPELLS COMMON WORDS CONTAINING ALTERNATE SPELLING PATTERNS.

TEST ITEMS

Spell each word that is read to you.

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

6. ______________________________

7. ______________________________

8. ______________________________

COMMUNICATIONS
LEVEL 6

BASELINE OBJECTIVE 44: SPELLS COMMON WORDS CONTAINING ALTERNATE SPELLING PATTERNS FOR FAMILIAR SOUND CH (PRONOUNCES AS /K/ AND /SH/) AND PH (PRONOUNCED AS /F/).

DIRECTIONS

Spell each word that is read to you.

Then say:

1. Achieve.	Hard work is necessary to achieve my goals.	Achieve.
2. Phrase.	It's not always easy to phrase my words to match my thoughts.	Phrase.
3. Atmosphere.	The atmosphere at school is often stuffy.	Atmosphere.
4. Hopscotch.	Hopscotch is a favorite game of many children.	Hopscotch.
5. Chord.	John learned how to play a chord on on his guitar.	Chord.
6. Microphone.	The principal uses the microphone to make his morning presentations.	Microphone.
7. Scheme.	Whenever the boys giggle like that, they are planning a new scheme.	Scheme.
8. Nephew.	My nephew is 15 years old.	Nephew.

ANSWER KEY

1. Achieve
2. Phrase
3. Atmosphere
4. Hopscotch
5. Chord
6. Microphone
7. Scheme
8. Nephew

RECOMMENDED MINIMUM PASSING SCORE

Six of the eight items correct.

COMMUNICATIONS
LEVEL 6

BASELINE OBJECTIVE 44: SPELLS COMMON WORDS CONTAINING ALTERNATE SPELLING PASSING FOR FAMILIAR SOUNDS.

Directions: Spell each word that is read to you.

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

6. ______________________________

7. ______________________________

8. ______________________________

COMMUNICATIONS
LEVEL 6

BASELINE OBJECTIVE 47: SPELLS NUMBERS

BASELINE OBJECTIVE 96: USES HYPHENS IN NUMBERS.

DIRECTIONS

Spell each number that is read to you.

Then say:

1. 15 15
2. 107 107
3. 94 94
4. 386 386
5. 2,340 2,340
6. 7 7
7. 569 569
8. 4,083 4,083

ANSWER KEY

1. Fifteen
2. One hundred seven
3. Ninety-four
4. Three hundred eighty-six
5. Two thousand three hundred forty
6. Seven
7. Five hundred sixty-nine
8. Four thousand eighty-three

RECOMMENDED MINIMUM PASSING SCORE

Objective 47: Six of the eight items correct.

Objective 96: Three of the four hyphenated numbers correct (items 3, 4, 7, and 8).

BASELINE OBJECTIVE 47: SPELLS NUMBERS

BASELINE OBJECTIVE 96: SPELLS NUMBERS

TEST ITEMS

Spell each number that is read to you.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________
7. ______________________________
8. ______________________________
9. ______________________________
10. ______________________________

COMMUNICATIONS
LEVEL 6

(P/R, TABS) - BASELINE OBJECTIVE 48: SPELLS AND ABBREVIATES NAMES OF STATES.

DIRECTIONS

Write each state name that is read to you for question 1-5. Write the abbreviation for each state that is read to you for questions 6-10.

1. Minnesota. Minnesota.
2. Nevada. Nevada.
3. Louisiana. Louisiana
4. Delaware. Delaware
5. Indiana. Indiana
6. Pennsylvania
7. Iowa
8. West Virginia
9. Alaska
10. Kansas

ANSWER KEY

1. Minnesota
2. Nevada
3. Louisiana
4. Delaware
5. Indiana
6. PA
7. IA
8. WV
9. AK
10. KS

RECOMMENDED MINIMUM PASSING SCORE

Eight of the ten items correct.

COMMUNICATIONS
LEVEL 6

BASELINE OBJECTIVE 48: SPELLS AND ABBREVIATES NAMES OF STATES.

TEST ITEMS

Write each state name that is read to you for each state that is read to you for questions 6-10.

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

6. ______________________________

7. ______________________________

8. ______________________________

9. ______________________________

10. ______________________________

COMMUNICATIONS
LEVEL 6

BASELINE OBJECTIVE 49: SPELLS MOST COMMONLY MISSPELLED LEVEL 6 WORDS.

DIRECTIONS

Spell the word that is read to you.

Then say:

1.	Yolk.	The yolk in my boiled egg was too soft.	Yolk.
2.	Accompanied.	Cherly's children accompanied her on the trip.	Accompanied.
3.	Grief.	Jerry responded with grief to the news of his dog's death.	Grief.
4.	Loneliness.	The new boy in school responds to his loneliness with tears.	Loneliness.
5.	Siege.	The main bank could be sieged by a group of criminals.	Siege.
6.	Resistance.	My resistance for colds has helped to keep me healthy.	Resistance.
7.	Exhaust.	We will exhaust the hot water supply if all take baths.	Exhaust.
8.	Truly.	It was a truly elegant dress.	Truly.
9.	Proceed.	We must proceed with extreme caution.	Proceed.
10.	Mattress.	The mattress is old and lumpy.	Mattress.
11.	Niece.	If Linda is my aunt, then I must be her niece.	Niece.
12.	Candidate.	It really does not matter who we vote for because there is only one candidate.	Candidate.

BASELINE OBJECTIVE 49 (CONTINUED)

ANSWER KEY

1. yolk
2. accompanied
3. grief
4. loneliness
5. seige
6. resistance
7. exhaust
8. truly
9. proceed
10. mattress
11. niece
12. candidate

RECOMMENDED MINIMUM PASSING SCORE

Nine of the twelve items correct.

BASELINE OBJECTIVE 49: SPELLS MOST COMMONLY MISSPELLED LEVEL 6 WORDS.

Directions: Spell the word that is read to you.

1. ______________________ 7. ______________________

2. ______________________ 8. ______________________

3. ______________________ 9. ______________________

4. ______________________ 10. ______________________

5. ______________________ 11. ______________________

6. ______________________ 12. ______________________

COMMUNICATIONS
LEVEL 6

BASELINE OBJECTIVE 50: SPELLS THE PLURALS OF WORDS INCLUDING THOSE ENDING IN O, THOSE REQUIRING NO CHANGE AND THOSE NEEDING INTERNAL SPELLING CHANGES.

DIRECTIONS

Write the plural form of each word that is listed below.

ANSWER KEY

1. Banjos or banjoes
2. Berries
3. Chairman
4. Coyotes or coyote
5. Idols
6. Igloos
7. Journeys
8. Kimonos
9. Plateaus
10. Potatoes

RECOMMENDED MINIMUM PASSING SCORE

Eight of the ten items correct.

BASELINE OBJECTIVE 50: SPELLS THE PLURALS OF WORDS.

TEST ITEMS

Write the plural forms of each word that is listed below.

1. Banjo ______________________

2. Berry ______________________

3. Chairman ____________________

4. Coyote _____________________

5. Idol _______________________

6. Igloo ______________________

7. Journey ____________________

8. Kimono _____________________

9. Plateau ____________________

10. Potato ____________________

COMMUNICATIONS
LEVEL 6

BASELINE OBJECTIVE 57: SPELLS COMMON WORDS WITH COMMON ENDINGS: -AIN, -ATE, -ENCE, - ENT, -IBLE, -ICE, -ITE, -TRY, -UE.

DIRECTIONS

Spell the word that is read to you.

Then say:

1. Curtain.	They lower the curtain after each act of the play.	Curtain.
2. Affectionate.	My puppy is too affectionate.	Affectionate.
3. Circumference.	One math problem was to find the circumference of a circle.	Circumference.
4. Inconvenient.	It's really inconvenient being paid once a month.	Inconvenient.
5. Responsible.	My mother always says that I must learn to be responsible.	Responsible.
6. Sacrifice.	I have to sacrifice extra sleep to get to work on time.	Sacrifice.
7. Dynamite.	Children should never play with dynamite; it's far too dangerous.	Dynamite.
8. Pantry.	We store all our can goods in the pantry.	Pantry.
9. Hue.	A Canadian sunset has a magnificent hue.	Hue.
10. Vain.	My sister is awfully vain.	Vain.
11. Certificate.	I received a certificate for perfect attendance.	Certificate.
12. Difference.	The difference between 3rd graders and 4th graders is not large.	Difference.
13. Element.	One essential element for man's survival is oxygen.	Element.
14. Invisible.	At times, I think it would be nice to be invisible.	Invisible.

OBJECTIVE 57 (CONTINUED)

15. Unite. I hope that all people will one day unite for peace. Unite.

16. Barbecue. We always celebrate July 4th with barbecue. Barbecue.

ANSWER KEY

1. Curtain
2. Affectionate
3. Circumference
4. Inconvenient
5. Responsible
6. Sacrifice
7. Dynamite
8. Pantry
9. Hue
10. Vain
11. Certificate
12. Difference
13. Element
14. Invisible
15. Unite
16. Barbecue

RECOMMENDED MINIMUM PASSING SCORE

Thirteen of the sixteen items correct.

BASELINE OBJECTIVE 57: SPELLS COMMON WORDS WITH COMMON ENDINGS.

Directions: Spell the word that is read to you.

1. ____________________ 9. ____________________

2. ____________________ 10. ____________________

3. ____________________ 11. ____________________

4. ____________________ 12. ____________________

5. ____________________ 13. ____________________

6. ____________________ 14. ____________________

7. ____________________ 15. ____________________

8. ____________________ 16. ____________________

COMMUNICATIONS
LEVEL 6

BASELINE OBJECTIVE 60: ADDS ENDINGS TO WORDS WHICH END IN E.

DIRECTIONS

For each item below, correctly spell the word which result from adding the baseword to its ending.

ANSWER KEY

1. visibility
2. completion
3. lining
4. imagination
5. uniquely
6. navigator
7. graduation
8. purity

RECOMMENDED MINIMUM PASSING SCORE

Six of eight items correct.

COMMUNICATIONS
LEVEL 6

BASELINE OBJECTIVE 60: ADDS ENDINGS TO WORDS WHICH END IN E.

Directions: For each item below, correctly spell the word which result from adding the baseword to its ending.

1. visible + ity ______________________________

2. complete + tion ______________________________

3. line + ing ______________________________

4. imagine + ation ______________________________

5. unique + ly ______________________________

6. navigate + tor ______________________________

7. graduate + tion ______________________________

8. pure + ity ______________________________

BASELINE OBJECTIVE 73: CAPITALIZES MONTHS OF THE YEAR.

DIRECTIONS

In each sentence below, find the word that needs to be capitalized.

ANSWER KEY

1. D 2. C 3. C 4. A 5. B

RECOMMENDED MINIMUM PASSING SCORE

Four of the five items correct.

COMMUNICATIONS
LEVEL 6

BASELINE OBJECTIVE 73: CAPITALIZATION

Directions: In each sentence below, find the word that needs to be capitalized.

1. Suzanne's birthday is Friday july 11th.

A B C D

2. The last day of school, may 28th, is the best day.

A B C D

3. I have two favorite months, june and September.

A B C D

4. march 21st is the beginning of my favorite season, spring.

A B C D

5. Tuesday, february 5th, is my parents anniversary.

A B C D

BASELINE OBJECTIVE 79: CAPITALIZES FIRST WORD IN A LINE OF TRADITIONAL POETRY.

DIRECTIONS

Find the appropriate line in each question below that has a word that needs to be capitalized.

ANSWER KEY

1. B 2. C 3. A 4. D

RECOMMENDED MINIMUM PASSING SCORE

Three of the four items correct.

BASELINE OBJECTIVE 79: CAPITALIZES FIRST WORD IN A LINE OF TRADITIONAL POETRY.

Directions: Find the appropriate line in each question below that has a word that needs to be capitalized.

"I Dream a World"
- Langston Hughes

1. A) I dream a world where man

   B) no other will scorn,

   C) Where love will bless the earth

   D) And peace its path adorn.

2. A) I dream a world where all

   B) Will know sweet Freedom's way,

   C) where greed no longer saps the soul

   D) Nor avarice blights our day.

3. A) a world I dream where black or white,

   B) what ever face you be,

   C) Will share the bounties of the earth

   D) And every man is free,

4. A) Where wretchedness will hang its head.

   B) And joy, like a pearl,

   C) Attent the needs of all mankind

   D) of such I dream -
   Our World!

COMMUNICATIONS
LEVEL 6

BASELINE OBJECTIVE 87: CAPITALIZES APPROPRIATE WORDS IN DIRECT QUOTATIONS.

BASELINE OBJECTIVE 88: USES PERIOD IN DIRECT QUOTATIONS.

BASELINE OBJECTIVE 89: USES QUESTION MARKS IN DIRECT QUOTATIONS.

BASELINE OBJECTIVE 90: USES EXCLAMATION MARKS AFTER WORDS AND PHRASES OF EXCLAMATION.

BASELINE OBJECTIVE 91: USES COMMAS WITH DIRECT QUOTATIONS.

BASELINE OBJECTIVE 94: USES QUOTATION MARKS IN DIRECT QUOTATIONS.

DIRECTIONS

For each item below, correctly rewrite the sentence in the space provided.

ANSWER KEY

1. "Where," she cried, "is that ring?"
2. "Jane! Stop that instantly!" yelled the teacher.
3. "For many years," Joseph intoned, "we have gathered on this day, in this place."
4. Marriane asked, "How many people, Mark, will come to the picnic?"
5. My glossary says that a Sphenodon is "a lizard-like creature."

RECOMMENDED MINIMUM PASSING SCORE

Objective 87: two of two capitals correct.

Objective 88: two of two periods correct.

Objective 89: two of two question marks correct.

Objective 90: two of two exclamation marks correct.

Objective 91: six of eight commas correct.

Objective 94: ten of fourteen quotation marks correct.

COMMUNICATIONS
LEVEL 6

BASELINE OBJECTIVES 87, 88, 89, 91, and 94: CAPITALIZATION AND PUNCTUATION.

Directions: For each item below, correctly rewrite the sentence in the space provided.

1. where she cried is that ring

2. Jane stop that instantly yelled the teacher

3. for many years Joseph intoned we have gathered on this day in this place

4. Marriane asked how many people Mark will come to the picnic

5. my glossary says that a Sphenodon is a lizard-like creature

COMMUNICATIONS
LEVEL 6

BASELINE OBJECTIVE 88: USES PERIOD FOLLOWING COMMANDS, IN DIRECT QUOTATIONS, FOLLOWING COMMON ABBREVIATIONS.

DIRECTIONS

Find the appropriate space in each sentence where a period is missing.

ANSWER KEY

1. D 2. A 3. C 4. D 5. C 6. B

RECOMMENDED MINIMUM PASSING SCORE

Four of the six items correct.

BASELINE OBJECTIVE 88: USES PERIODS.

Directions: Find the appropriate space in each sentence where a period is missing.

1. Finish your homework before you go outside

A B C D

2. Dr Rogers is our family friend and physician.

A B C D

3. William said, "Our family enjoyed the gift "

A B C D

4. Wash the glasses before you wash the plates

A B C D

5. Ms. Jones said, "Tuesday is the last day to order cookies "

A B C D

6. Mother loves L.A She can always find a million things to do.

A B C D

COMMUNICATIONS
LEVEL 6

BASELINE OBJECTIVE 91: USES COMMAS (F) IN DIRECT ADDRESS, (G) AFTER INTRODUCTORY WORDS, (I) TO SEPARATE PHRASES IN A SERIES, (J) TO SET OFF TITLES OR DEGRESS AFTER A NAME, (K) AFTER ADVERBIAL CLAUSES AT THE BEGINNING OF A SENTENCE, (L) WITH DIRECT QUOTATIONS.

DIRECTIONS

Find the appropriate space in each sentence where a comma is missing.

ANSWER KEY

1. A
2. B
3. C
4. B
5. C
6. A
7. D
8. C

RECOMMENDED MINIMUM PASSING SCORE

Five of the eight items correct.

COMMUNICATIONS
LEVEL 6

BASELINE OBJECTIVE 91: USES COMMAS

Directions: Find the appropriate space in each sentence where a comma is missing.

1. "The food " she said," was both pretty and delicious."

A B C D

2. By the way Sharon just delivered a baby girl.

A B C D

3. You should address the letter to Sam Long M. D.

A B C D

4. She is talented she is attractive, and she is pleasant.

A B C D

5. Whatever she tried to do she did extremely well.

A B C D

6. No Justin, you will burn your hand.

A B C D

7. The most popular person in our town is the Police Chief Johnson Brown.

A B C D

8. You must first learn your ABC's, Sandra before you can learn to read.

A B C D

BASELINE OBJECTIVE 95: USES UNDERLINING FOR TITLES OF BOOKS, MAGAZINES, AND NEWSPAPERS.

DIRECTIONS

Correct each sentence by rewriting it in the space provided below.

ANSWER KEY

1. I found that article in The Dallas Morning News.
2. John will make his report on The Yearling.
3. Stories on international affairs can be found in Newsweek.

RECOMMENDED MINIMUM PASSING SCORE

Three of three items correct.

BASELINE OBJECTIVE 95: PUNCTUATION

Directions: Correct each sentence by rewriting it in the space provided below with correct punctuation.

1. I found that article in The Dallas Morning News.

2. John will make his report on The Yearling.

3. Stories on international affairs can be found in Newsweek.

BASELINE OBJECTIVE 99: ORGANIZES IDEAS, IDENTIFIES IRRELEVANT SENTENCES IN A PARAGRAPH.

DIRECTIONS

Rewrite the following paragraph in the space provided below. Remove any sentences which do not contribute to the thesis of the paragraph.

ANSWER KEY

From approximately 1000 A.D. to 1300 A.D., many groups of Indians lived in Northern New Mexico. They are now called the Anasazi, or ancient ones. They lived in cliff dwellings and pueblos built on mesas. Although they disappeared before the fifteenth century, their dwellings remain to this day and are visited by many tourists each summer.

RECOMMENDED MINIMUM PASSING SCORE

Two of two irrelevant sentences removed.

BASELINE OBJECTIVE 99: ORGANIZES IDEAS, IDENTIFIES IRRELEVANT SENTENCES IN A PARAGRAPH.

Directions: Rewrite the following paragraph in the space provided below. Remove any sentences which do not contribute to the thesis of the paragraph.

From approximately 1000 A.D. to 1300 A.D., many groups of Indians lived in Northern New Mexico. They are now called the Anasazi or ancient ones. My brother lives in New Mexico. They lived in cliff dwellings and pueblos built on mesas. Although they disappeared before the 15th century, their dwellings remain to this day and are visited by many tourists each summer. Sometimes I visit my brother in the summer.

COMMUNICATIONS
LEVEL 6

BASELINE OBJECTIVE 100: USES DECLARATIVE, INTERROGATIVE, EXCLAMATORY, AND IMPERATIVE SENTENCES.

DIRECTIONS

1. Write an interrogative sentence in the space below.
2. Write an exclamatory sentence in the space below.
3. Write a declarative sentence in the space below.
4. Write an imperative sentence in the space below.

SCORING

Score one point for each correct answer.

1. interrogative sentence
2. exclamatory sentence
3. declarative sentence
4. imperative sentence

RECOMMENDED MINIMUM PASSING SCORE

Three of four possible points.

COMMUNICATIONS
LEVEL 6

BASELINE OBJECTIVE 100: USES DECLARATIVE, INTERROGATIVE, EXCLAMATORY, AND IMPERATIVE SENTENCES.

Directions:

1. Write an interrogative sentence in the space below.

2. Write an exclamatory sentence in the space below.

3. Write a declarative sentence in the space below.

4. Write an imperative sentence in the space below.

COMMUNICATIONS
LEVEL 6

BASELINE OBJECTIVE 102: COMBINES RELATED SENTENCES TO FORM COMPLEX SENTENCES BY USING SUBORDINATORS.

DIRECTIONS

For each item below, rewrite the two sentences as a single complex sentence using subordinating conjunctions.

ANSWER KEY

The following answers are only one of a number of correct possibilities. Teacher judgement must be used in scoring these items.

1. The cake must be ready by three so that the party can begin by five.
2. Although we saw it, we did not believe it.
3. Whenever Fido comes in the house, he knocks over the lamps.
4. Mary will not go to college, even though she was accepted by two.

RECOMMENDED MINIMUM PASSING SCORE

Three of four items correct.

BASELINE OBJECTIVE 102: COMBINES RELATED SENTENCES TO FORM COMPLEX SENTENCES BY USING SUBORDINATORS.

Directions: For each item below, rewrite the two sentences as a single complex sentense using subordinating conjunctions.

1. The party can begin by five. The cake must be ready by three.

2. We saw it. We did not believe it.

3. Fido comes in the house. Fido knocks over the lamps.

4. Mary was accepted by two colleges. Mary will not go to college.

BASELINE OBJECTIVE 104: CORRECTS ERRORS IN SENTENCES; IDENTIFIES AND CORRECTS SENTENCE FRAGMENTS; RECOGNIZES AND CORRECTS RUN-ON SENTENCES.

DIRECTIONS

Rewrite the following paragraph in the space provided below, correcting all errors in sentence structure.

ANSWER KEY

Following is an example of the paragraph correctly rewritten. Many other correct versions are possible, so teacher judgement must be employed.

Last weekend we decided to go to the lake to go fishing. We had gone only five miles when the boat trailer had a flat tire. Luckily we had a spare. Then we ran out of gas. When we finally got to the lake, we found that we forgot our fishing rods, our sandwiches, and our bait.

RECOMMENDED MINIMUM PASSING SCORE

Five of six sentence errors corrected.

BASELINE OBJECTIVE 104: CORRECTS ERRORS IN SENTENCES; IDENTIFIES AND CORRECTS SENTENCE FRAGMENTS; RECOGNIZES AND CORRECTS RUN-ON SENTENCES.

Directions: Rewrite the following paragraph in the space provided below, correcting all errors in sentence structure.

Last weekend we decided to go to the lake. To go fishing. We had gone only five miles when the boat trailer had a flat tire, luckily we had a spare, then we ran out of gas. When we finally got to the lake, we found that we forgot. Our fishing rods. Our sandwiches. Our bait.

BASELINE OBJECTIVE 109: USES VERBS CORRECTLY.

DIRECTIONS

For each item below, choose the word which will correctly complete the sentence.

ANSWER KEY

1. D
2. A
3. C
4. D
5. D
6. B

RECOMMENDED MINIMUM PASSING SCORE

Five of six items correct.

BASELINE OBJECTIVE 109: USES VERBS CORRECTLY.

Directions: For each item below, choose the word which will correctly complete the sentence.

1. Sarah _____ to school every day.

A) walking C) has walk
B) walk D) walks

2. The negotiators say they will not _____ on that point.

A) yield C) yielding
B) yields D) yielded

3. Harry has _____ his bike 200 miles.

A) rode C) ridden
B) ride D) riding

4. Can those facts be _____?

A) verify C) verifying
B) verifys D) verified

5. Hail was _____ about the garden.

A) strew C) strone
B) strewing D) strewn

6. That group of boys _____ a mariachi band.

A) am C) be
B) is D) are

COMMUNICATIONS
LEVEL 6

BASELINE OBJECTIVE 111: SELECTS EITHER AN ADJECTIVE OR AN ADVERB TO USE IN A SENTENCE.

DIRECTIONS

For each item below, mark the part of speech which would be used to fill in the blank.

ANSWER KEY

1. A
2. D
3. A
4. B
5. B

RECOMMENDED MINIMUM PASSING SCORE

Four of five items correct.

COMMUNICATIONS
LEVEL 6

BASELINE OBJECTIVE 111: SELECTS EITHER AN ADJECTIVE OR AN ADVERB TO USE IN A SENTENCE.

Directions: For each item below, mark the part of speech which would be used to fill in the blank.

1. Sherry's skirt was a blue and _____ plaid.

   A) adjective
   B) noun
   C) adverb
   D) verb

2. The sled rolled _____ down the mountain.

   A) noun
   B) verb
   C) adjective
   D) adverb

3. The robber crept _____ through the darkened house.

   A) adverb
   B) verb
   C) noun
   D) adjective

4. Last year he had his _____ birthday.

   A) conjunction
   B) adjective
   C) adverb
   D) verb

5. The band played loudly but not _____.

   A) noun
   B) adverb
   C) verb
   D) adjective

COMMUNICATIONS
LEVEL 6

BASELINE OBJECTIVE 112: IDENTIFIES AND CORRECTS DOUBLE NEGATIVES IN SENTENCES.

DIRECTIONS

Some of the following sentences contain errors in usage. Rewrite correctly each of the incorrect sentences. Do nothing to the correct sentences.

ANSWER KEY

1. I don't have any paper; OR I have no paper.
2. He hasn't done anything today; OR He has done nothing today.
3. No one can go.
4. No change.
5. He won't win any prizes; OR He will win no prizes.
6. No change.

RECOMMENDED MINIMUM PASSING SCORE

Five of six items correct.

BASELINE OBJECTIVE 112: IDENTIFIES AND CORRECTS DOUBLE NEGATIVES IN SENTENCES.

Directions: Some of the following sentences contain errors in usage. Rewrite correctly each of the incorrect sentences. Do nothing to the correct sentences.

1. I ain't got no paper.

2. He hasn't done nothing today.

3. No one can't go.

4. Hasn't anyone found that key?

5. He won't win no prizes.

6. Sally can't dance that dance very well.

COMMUNICATIONS
LEVEL 6

(TABS) - BASELINE OBJECTIVE 1-7: POSITIVE STUDY BEHAVIORS

PURPOSE

Because study behaviors are more amenable to observation than to testing, a check list of these objectives is provided in each students test materials. A sample check list is shown below. As you observe the student exhibiting a particular behavior, you may wish to check it off the list in his materials.

CHECK LIST

	Yes	No
1. Follows directions		
2. Establishes a study setting conducive to learning (considers lighting, seating, noise, freedom from interruptions, etc.)		
3. Establishes and follows a study schedule		
4. Uses effective study strategies based on purpose		
memorizes items when needed		
relates information found in one content area to another		
SQ3R (Survey, Question, Read, Review, Recite)		
paragraph/page practice (summary of main points in short reading selections)		
note taking: main points, supporting points, "difficult" vocabulary and/or details		
outlining (organizing by main points and supporting details)		
uses sources in addition to primary source to gain understanding of an idea/concept		

(TABS) - BASELINE OBJECTIVE 1-7 (CONTINUED)

5. Uses test-taking techniques

    determines if there is a penalty for guessing ____ ____

    surveys entire test before beginning the test ____ ____

    knows test language (for example: underline, choose, define, complete, etc.) ____ ____

    reads questions carefully to answer what is being asked, ____ ____

    recognizes effect of absolute words (for example: always, never, every, all, only, each) ____ ____

    recognizes effect of general words (for example: usually, most, generally, may) ____ ____

    checks over test before handing it in ____ ____

6. Questions incorrect responses on test and recognizes need to understand reason's for errors ____ ____

7. Varies reading rate according to purpose and difficulty ____ ____

    skims, scans in dictionary, maps, graphs, etc. ____ ____

RECOMMENDED MINIMUM PASSING SCORE

No minimum score has been established for these objectives.

COMMUNICATIONS
LEVEL 6

BASELINE OBJECTIVES 1-7: POSITIVE STUDY BEHAVIORS

CHECK LIST

	Yes	No
1. Follows directions	____	____
2. Establishes a study setting conducive to learning (considers lighting, seating, noise, freedom from interruptions, etc.)	____	____
3. Establishes and follows a study schedule	____	____
4. Uses effective study strategies based on purpose		
memorizes items when needed	____	____
relates information found in one content area to another	____	____
SQ3R (Survey, Question, Read, Review, Recite)	____	____
paragraph/page practice (summary of main points in short reading selections)	____	____
note taking: main points, supporting points, "difficult" vocabulary and/or details	____	____
outlining (organizing by main points and supporting details)	____	____
uses sources in addition to primary source to gain understanding of an idea/concept	____	____
5. Uses test-taking techniques		
determines if there is a penalty for guessing	____	____
surveys entire test before beginning the test	____	____
knows test language (for example: underline, choose, define, complete, etc.)	____	____
reads questions carefully to answer what is being asked	____	____
recognizes effect of absolute words (for example: always, never, every, all, only, each)	____	____

OBJECTIVE 1-7 (CONTINUED)

recognizes effect of general words (for example: usually, most, generally, may) ____ ____

checks over test before handing it in ____ ____

6. Questions incorrect responses on test and recognizes need to understand reasons for errors ____ ____

7. Varies reading rate according to purpose and difficulty ____ ____
   skims, scans in dictionary, maps, graphs, etc. ____ ____

COMMUNICATIONS
LEVEL 6

BASELINE OBJECTIVE 11: USES DIFFERENT PARTS OF A BOOK (TITLE PAGE, TABLE OF CONTENTS, GLOSSARY, INDEX, AND PREFACE).

DIRECTIONS

Use the glossary below to answer questions 1 and 2. Use the title page below to answer questions 3 and 4.

ANSWER KEY

1. B
2. C
3. A
4. D

RECOMMENDED MINIMUM PASSING SCORE

Three of four items correct.

COMMUNICATIONS
LEVEL 6

BASELINE OBJECTIVE 11: USES DIFFERENT PARTS OF A BOOK (TITLE PAGE, TABLE OF CONTENTS, GLOSSARY, INDEX, AND PREFACE).

Directions: Use the glossary below to answer questions 1 and 2. Use the title page below to answer questions 3 and 4.

survive **topic**

sur·vive (sər vīv') *v.* **sur·vived, sur·viv·ing.** to continue to live or remain active; endure.

su·sur·ruse (so͞o'sə ro͞os') *v.* **su·sur·rused, su·sur·rus·ing.** to whisper, rustle, or murmur.

tac·tics (tak'tiks) *n. pl.* **1.** the art or science of using and maneuvering military forces and equipment in combat. **2.** any methods or devices used to achieve a goal.

tail·gate (tāl'gāt') *n.* a board at the rear of a truck, wagon, station wagon, or other vehicle that can be let down or removed for loading or unloading.

tall tale (tôl tāl) *n.* a fanciful or boastful recital of events or happenings.

tal·on (tal'ən) *n.* the claw of a bird or other animal.

tas·sel (tas'əl) *n.* a hanging ornament made up of a group of threads, cords, or similar materials bound together at one end.

tax·i·der·mist (tak'si dur'mist) *n.* a person whose work is preparing and stuffing the skins of dead animals and mounting them in lifelike positions.

tech·ni·cian (tek nish'ən) *n.* a person who is skilled in some science, art, or profession, especially a person trained to deal with specialized equipment or processes.

tech·nique (tek nēk') *n.* a method of bringing about a desired result in a science, art, sport, or profession.

tel·e·graph (tel'ə graf') *n.* the system, process, and equipment used for sending messages over a distance with coded electrical impulses.

tem·per (tem'pər) *n.* **1.** a tendency to become angry or irritated. **2.** an angry state of mind; rage.

tempt·ing (temp'ting) *adj.* that tempts or allures; attractive.

ten·don (ten'dən) *n.* a strong cord or band of tissue that attaches a muscle to a bone or other part of the body.

ten·ta·cled (ten'tə kəld) *adj.* having long, slender, flexible growths protruding from the head or about the mouth.

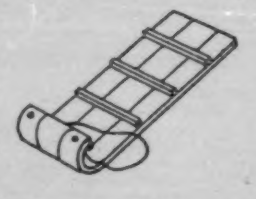
thatch (thach) *v.* to cover with straw, reeds, or similar material, as for a roof.

the·o·ry (thē'ər ē) *n.* an idea or ideas that explains a group of facts or an event; assumption that has been proved to be true.

thresh·ing ma·chine (thresh'ing mə shēn') *n.* a machine that separates the grain (of a cereal grass) from the straw or chaff.

tin·ny (tin'ē) *adj.* **1.** of, relating to, or containing tin. **2.** having a metallic flavor, sound, or quality.

to·bog·gan (tə bog'ən) *n.* a long, flat-bottomed sled without runners, having a curled-up front end. Toboggans are used for coasting on snow or transporting goods.



toboggan

ton·ic (ton'ik) *n.* **1.** anything that refreshes, invigorates, or strengthens. **2.** a medicine or drug that invigorates or strengthens.

top·ic (top'ik) *n.* the subject of a speech, discussion, written composition, or the like.

BASELINE OBJECTIVE 11 (CONTINUED)

1. A technician is

A) a science C) a method
B) a person D) a subject

2. Susurruse means

A) to continue to live C) to whisper or rustle
B) to trick or deceive D) to expect or anticipate

Use the title page below to answer questions 3 and 4.

CATCH

THE

WIND

Senior Authors

Carl B. Smith
Ronald Wardhaugh

Macmillan Publishing Co., Inc.
New York

Collier Macmillan Publishers
London

SERIES R
Macmillan Reading

3. The London publisher of this book is

A) Collier Macmillan Publishers
B) Macmillan Reading Series R
C) Ronald Wardhaugh
D) Macmillan Publishing Co., Inc.

4. Which of the following men is an author of this book?

A) Peg Roberts
B) Frances Cavanah
C) Collier Macmillan
D) Carl B. Smith

COMMUNICATIONS
LEVEL 6

BASELINE OBJECTIVE 12: USES A DICTIONARY TO SELECT THE HOMONYM THAT BELONGS IN A SENTENCE, SELECT THE CORRECT PREFIX, SELECT THE CORRECT SPELLING OF A SUFFIX.

DIRECTIONS

Use a dictionary to select the word which best fits the sentence.

ANSWER KEY

1. C
2. C
3. B
4. A
5. B
6. A
7. C
8. B
9. A

RECOMMENDED MINIMUM PASSING SCORE

Seven of nine items correct.

COMMUNICATIONS
LEVEL 6

BASELINE OBJECTIVE 12: USES A DICTIONARY TO SELECT THE HOMONYM THAT BELONGS IN A SENTENCE, SELECT THE CORRECT PREFIX, SELECT THE CORRECT SPELLING OF A SUFFIX.

Directions: Use a dictionary to select the word which best fits the sentence.

1. The _____ of Henry VIII lasted more than a quarter of a century.

   A) rein
   B) rain
   C) reign

2. When he votes, that Congressman will ______ to this plan.

   A) asent
   B) ascent
   C) assent

3. "Troops," the captain shouted, "go ______ to meet your enemy!"

   A) fourth
   B) forth
   C) farth

4. There, in John Henry, was a person whose actions were based on __________.

   A) principle
   B) principal
   C) principull

5. Heat is an important element in this process of ________.

   A) convertion
   B) conversion
   C) convershun

6. His ______ showed him little kindness.

   A) captor
   B) captur
   C) capter

7. The judge was _______ in his sentence.

   A) leniunt
   B) leniant
   C) lenient

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OBJECTIVE 12 (CONTINUED)

8. We thought him a very ___________ person.

   A) unagreeable
   B) disagreeable
   C) misagreeable

9. In a highly emotional state, many people become __________.

   A) irrational
   B) unrational
   C) disrational

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COMMUNICATIONS
LEVEL 6

BASELINE OBJECTIVE 13: DETERMINES THE MOST APPROPRIATE SOURCE FOR LOCATING INFORMATION.

DIRECTIONS

For each item below, determine the best source to locate the information requested.

ANSWER KEY

1. B	3. D	5. C
2. D	4. C	6. A

RECOMMENDED MINIMUM PASSING SCORE

Three of four items correct.

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COMMUNICATIONS
LEVEL 6

BASELINE OBJECTIVE 13: DETERMINES THE MOST APPROPRIATE SOURCE FOR LOCATING INFORMATION.

Directions: For each item below, determine the best source to locate the information requested.

1. To find out exactly how many miles from Dallas to Sherman, you would consult a(n)

   A) textbook
   B) road map
   C) encyclopedia
   D) thesaurus

2. To find an antonym for a word, you would consult a(n)

   A) dictionary
   B) encyclopedia
   C) catalogue
   D) thesaurus

3. To find out about how far it is from England to California, you would consult a(n)

   A) road map
   B) dictionary
   C) almanac
   D) atlas

4. To find out the best time to plant carrots, you would consult a(n)

   A) atlas
   B) encyclopedia
   C) almanac
   D) thesaurus

5. To find out your horoscope for today, you would consult a(n)

   A) catalogue
   B) encyclopedia
   C) newspaper
   D) dictionary

6. To find out what Sears charges for a wrench, you would consult a(n)

   A) catalogue
   B) almanac
   C) atlas
   D) thesaurus

COMMUNICATIONS
LEVEL 6

BASELINE OBJECTIVE 14: LOCATES INFORMATION BY USING THE INDEX IN A NEWSPAPER.

DIRECTIONS

Use this newspaper index to answer the following questions.

ANSWER KEY

1. C
2. A
3. A
4. D
5. B
6. D

RECOMMENDED MINIMUM PASSING SCORE

Five of six items correct.

BASELINE OBJECTIVE 14: LOCATES INFORMATION BY USING THE INDEX IN A NEWSPAPER.

Directions: Use this newspaper index to answer the following questions.

INDEX

Action Line	2D	Horoscope	18C
Biorhythms	18C	Jumble	18C
Bridge	2G	Living	1-16G
Business	1-10B	Markets	8,9B
Cavalcade	11G	Metro	1D
Classified	1-18C	Obituaries	18C,5D
Comics	10G	Sports	1-10F
Crossword	18C	Television	15G
Editorials	16,17A	Theaters	12-14G
Health Tips	2G	Wonderword	18C

1. On what page(s) would you find word games?

A) 2G
B) 8-9B
C) 18C
D) 1D

2. On what page(s) would you find houses for sale?

A) 1-18C
B) 8-9B
C) 1-10F
D) 11G

3. On what page(s) would you find home and family news?

A) 1-16G
B) 16-17A
C) 10G
D) 18C

4. On what page(s) would you find the stock market quotations?

A) 2G
B) 16-17A
C) 18C,5D
D) 8-9B

5. On what page(s) would you find personal opinions?

A) 1-10B
B) 16-17A
C) 18C
D) 1D

6. On what page(s) would you find the comics?

A) 1-10F
B) 15G
C) 16-17A
D) 10G

COMMUNICATIONS
LEVEL 6

BASELINE OBJECTIVE 15: USES LIBRARY ACCORDING TO THE SYSTEM (DEWEY DECIMAL, LIBRARY OF CONGRESS, OTHER): USES CARD CATALOG TO LOCATE A BOOK BY TITLE, AUTHOR AND/OR SUBJECT.

DIRECTIONS

This objective must be assessed by teacher observation. Use the following checklist to mark each part of the observation.

	Yes	No
1. Uses library according to a system	______	______
2. Uses card catalogue to locate a book by title, author, and/or subject	______	______

COMMUNICATIONS
LEVEL 6

BASELINE OBJECTIVE 15: USES LIBRARY ACCORDING TO THE SYSTEM (DEWEY DECIMAL, LIBRARY OF CONGRESS, OTHER): USES CARD CATALOG TO LOCATE A BOOK BY TITLE, AUTHOR AND/OR SUBJECT.

CHECKLIST

	Yes	No
1. Uses library according to a system	______	______
2. Uses card catalogue to locate a book by title, author, and/or subject	______	______

COMMUNICATIONS
LEVEL 6

BASELINE OBJECTIVE 16: USES AN ENCYCLOPEDIA TO LOCATE INFORMATION.

DIRECTIONS

Answer each item below.

ANSWER KEY

1. B

2. A

3. Pavlova (1882 - 1931) was a famous Russian ballerina.

RECOMMENDED MINIMUM PASSING SCORE

Three of three items correct.

COMMUNICATIONS
LEVEL 6

BASELINE OBJECTIVE 16: USES AN ENCYCLOPEDIA TO LOCATE INFORMATION.

TEST ITEMS

Answer each item below.

1. You would find information on Nicholas of Autrecourt between which of the following guide words?

   A) Nichuren - shō - shū : Nicholas III

   B) Nicholas III : Nicholas of Hereford

   C) Nicholas of Lyra : Nickel-eron

2. The following chart was found under "nucleus."

Brown's observations	3 : 1058
lymphocytes	11 : 2/0
muscle cell patterns	12 : 622d
cell theory	3 : 1060

   In formation on the properties of the nucleus in normal living cells would be found in volume

   A) 3
   B) 11
   C) 12
   D) 15

3. Use an encyclopedia to find the dates of the birth and death of Anna Pavlova. Write them in the space below.

BASELINE OBJECTIVE 17: IDENTIFIES STANDARD SYMBOLS, CODES, AND ABBREVIATIONS USED IN SIXTH-LEVEL MATERIALS.

DIRECTIONS

Answer each question below.

ANSWER KEY

1. A
2. C
3. C
4. D
5. B
6. D

RECOMMENDED MINIMUM PASSING SCORE

Five of six items correct.

COMMUNICATIONS
LEVEL 6

BASELINE OBJECTIVE 17: IDENTIFIES STANDARD SYMBOLS, CODES, AND ABBREVIATIONS USED IN SIXTH-LEVEL MATERIALS.

Directions: Answer each question below.

1. In the expression, 212 , the symbol " " stands for

A) degrees	C) per cent
B) zero	D) minutes

2. In the expression, latitude 450 , 6', 30", the symbol "'" stands for

A) seconds	C) minutes
B) apostrophe	D) degrees

3. The abbreviation "lb." stands for

A) length	C) pound
B) laboratory	D) label

4. The abbreviation "A.M." stands for

A) ampersand	C) amen
B) present time	D) ante meridiem

5. The symbol "=" means

A) plus or minus	C) number
B) not equal to	D) absolute value

6. The abbreviation "TX" stands for

A) taxes	C) text
B) fabric	D) Texas

COMMUNICATIONS
LEVEL 6

BASELINE OBJECTIVE 17: USES KEY INFORMATION ON MAPS AND GRAPHS TO DETERMINE: PHYSICAL FEATURES; NATURAL RESOURCES; DIRECTION OF MOVEMENT FROM ONE PLACE TO ANOTHER; POLITICAL BOUNDARIES; PRODUCTS; POPULATION.

DIRECTIONS

Answer the following questions.

ANSWER KEY

1. C
2. A
3. B
4. D
5. B
6. A

RECOMMENDED MINIMUM PASSING SCORE

Five of six items correct.

COMMUNICATIONS
LEVEL 6

BASELINE OBJECTIVE 17: USES KEY INFORMATION ON MAPS AND GRAPHS TO DETERMINE: PHYSICAL FEATURES; NATURAL RESOURCES; DIRECTION OF MOVEMENT FROM ONE PLACE TO ANOTHER; POLITICAL BOUNDARIES; PRODUCTS; POPULATION.

Directions: Answer the following questions.

Use Map 1 to answer the following questions.

1. To go from Hiroshima to Kobe, you would move in a ________ direction.

    A) northerly C) easterly
    B) southerly D) westerly

2. The word "prefecture" appearing on the KEY probably means about the same as an American ________.

    A) state C) hemisphere
    B) country D) community

3. If you were a fisherman by trade, which city would probably not be your home?

    A) Kobe C) Nagasaki
    B) Morioka D) Yokohama

4. Which of the following cities is probably the most highly populated?

    A) Nagasaki C) Morioka
    B) Ikeda D) Tokyo

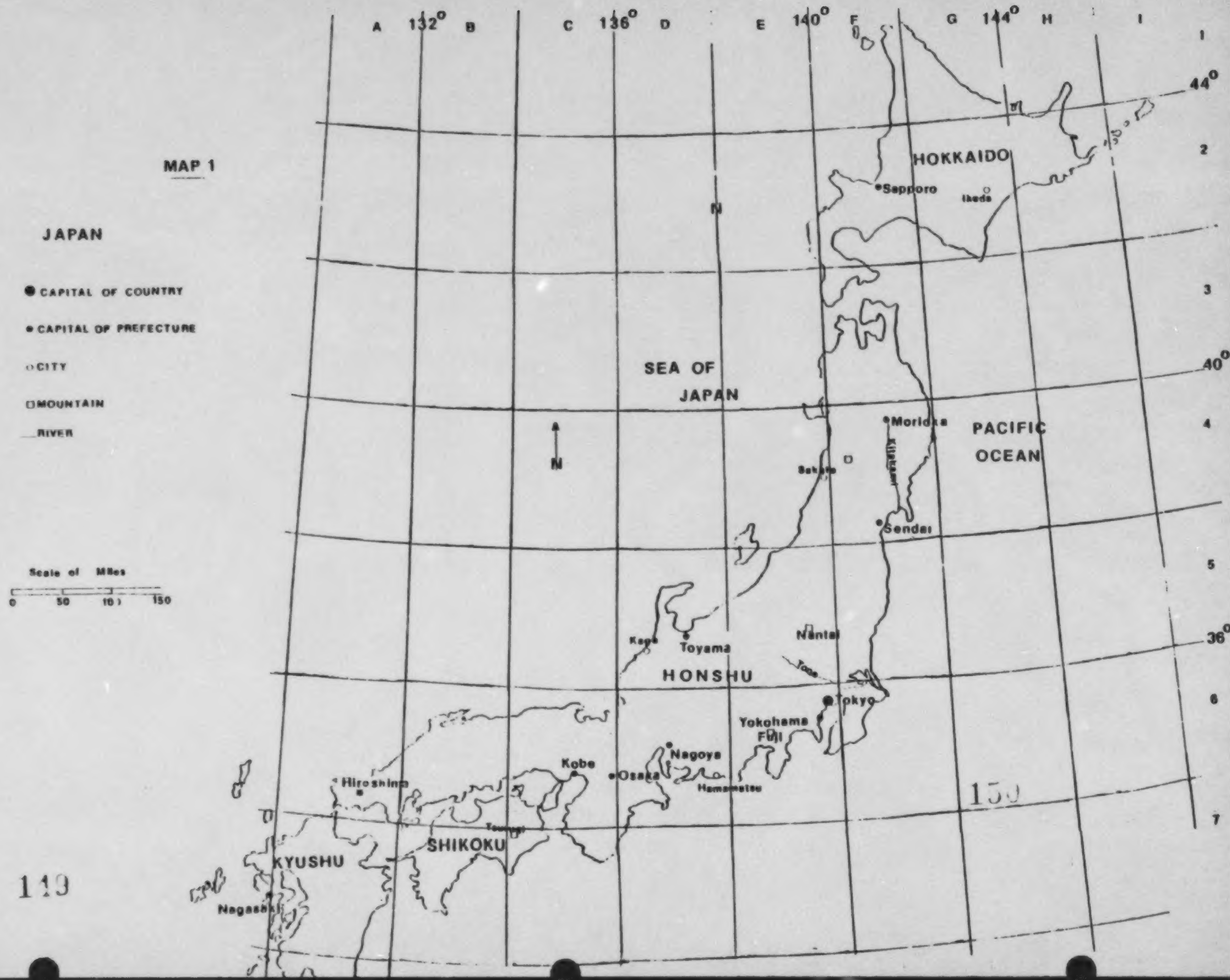
Use Map 2 to answer the following questions.

5. After studying Map 2, you could conclude that Japanese children probably eat very little

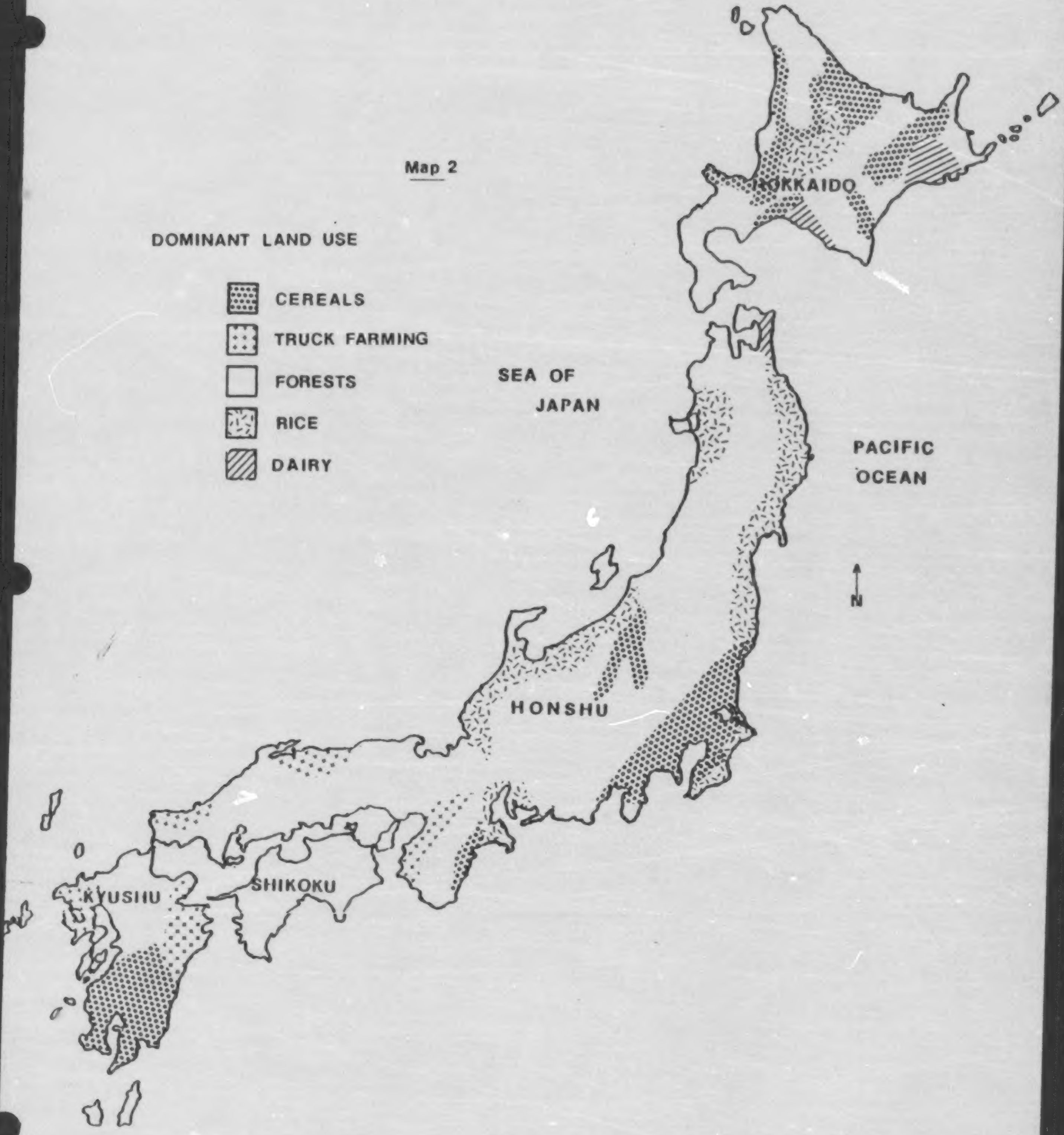
    A) fish C) rice
    B) ice cream D) vegetables

6. The greatest natural resource of Japan apparent on Map 2 is

    A) the sea C) mineral deposits
    B) the forests D) farm land


MAP 1
JAPAN
CAPITAL OF COUNTRY
CAPITAL OF PREFECTURE
CITY
MOUNTAIN
RIVER
Scale of Miles
0
50
100
150
A
132°
B
C
136°
D
E
140°
F
G
144°
H
I
1
2
3
4
5
6
7
44°
40°
36°
N
N
HOKKAIDO
Sapporo
Ikeda
SEA OF JAPAN
PACIFIC OCEAN
Morioka
Kitakami
Sakata
Sendai
Nantai
Tone
Toyama
Kaga
HONSHU
Tokyo
Yokohama
Fuji
Nagoya
Hamamatsu
Kobe
Osaka
Hiroshima
SHIKOKU
Tsurugi
KYUSHU
Nagasaki

Map 2


DOMINANT LAND USE
CEREALS
TRUCK FARMING
FORESTS
RICE
DAIRY
HOKKAIDO
SEA OF JAPAN
PACIFIC OCEAN
N
HONSHU
SHIKOKU
KYUSHU

COMMUNICATIONS
LEVEL 6

(TABS)-BASELINE OBJECTIVE 19: APPLIES KNOWLEDGE OF MAP READING TO LOCATE AND DESCRIBE PLACES; USES MAPS TO VISUALIZE LANDSCAPE FEATURES, USES GRID TO LOCATE PLACES ON ROAD MAPS, USES KNOWLEDGE OF LONGITUDE AND LATITUDE TO LOCATE PLACES ON MAPS AND GLOBES.

DIRECTIONS

Use Map 1 to answer the following questions.

ANSWER KEY

1. C
2. B
3. C
4. D

RECOMMENDED MINIMUM PASSING SCORE

Three of four items correct.

COMMUNICATIONS
LEVEL 6

BASELINE OBJECTIVE 19: APPLIES KNOWLEDGE OF MAP READING.

TEST ITEMS

Use Map 1 to answer the following questions.

1. The coordinates 141° long. and 38.5° lat. locate

   A) a mountain
   B) a city
   C) the capitol of a prefecture
   D) the capitol of the country

2. The coordinates of Tokyo are approximately

   A) 137° long., 38° lat.
   B) 140° long., 36° lat.
   C) 140° long., 39° lat.
   D) 137° long., 39° lat.

3. Tokyo is probably most similar geographically to

   A) Dallas
   B) Denver
   C) Houston
   D) Las Vegas

4. The coordinates 141° long. and 39° lat. locate

   A) the capitol of the country
   B) an ocean
   C) a city
   D) a river

COMMUNICATIONS
LEVEL 6

(TABS)-BASELINE OBJECTIVE 20: USES MAPS TO INFER MAN'S ACTIVITIES OR WAYS OF LIVING.

DIRECTIONS

Use Maps 1 and 2 and a globe to answer the following questions.

ANSWER KEY

1. C
2. B
3. C
4. A

RECOMMENDED MINIMUM PASSING SCORE

Three of four items correct.

COMMUNICATIONS
LEVEL 6

BASELINE OBJECTIVE 20: USES MAP TO INFER MAN'S ACTIVITIES OR WAYS OF LIVING.

TEST ITEMS

Use Maps 1 and 2 and a globe to answer the following questions.

1. Map 2 suggests that in Japan the least amount of land is used for which of the following products?

    A) cereal
    B) rice
    C) dairy
    D) lumber

2. Map 2 suggests that a major natural resource of Japan is

    A) mining
    B) forests
    C) agricultural land
    D) mountains

3. Use the latitudes and longitudes given in Map 1 to locate Japan on a globe. Then answer the following question. The climate of Japan is probably most similar to that of

    A) Argentina
    B) Alaska
    C) California
    D) South Africa

4. Map 2 suggests that people in Japan like to eat

    A) rice
    B) steak
    C) yogurt
    D) cheese

BASELINE OBJECTIVE 21: IDENTIFIES WHAT IS FOUND ON EACH PART OF A GRAPH OR TABLE.

DIRECTIONS

This objective must be measured by teacher observation.

RECOMMENDED MINIMUM PASSING SCORE

Teacher judgement.

COMMUNICATIONS
LEVEL 6

BASELINE OBJECTIVE 22: READS AMOUNTS BY USING SPECIAL SYMBOLS OR A KEY, INTERPRETING THE SECTORS OF A CIRCLE ON CIRCLE GRAPHS, LOCATING A CELL IN A TABLE, AND USING THE SCALE ON BAR AND LINE GRAPHS.

DIRECTIONS

For each item below, use the graph to answer the question.

ANSWER KEY

1. C
2. B
3. D
4. A
5. B

RECOMMENDED MINIMUM PASSING SCORE

Four of five items correct.

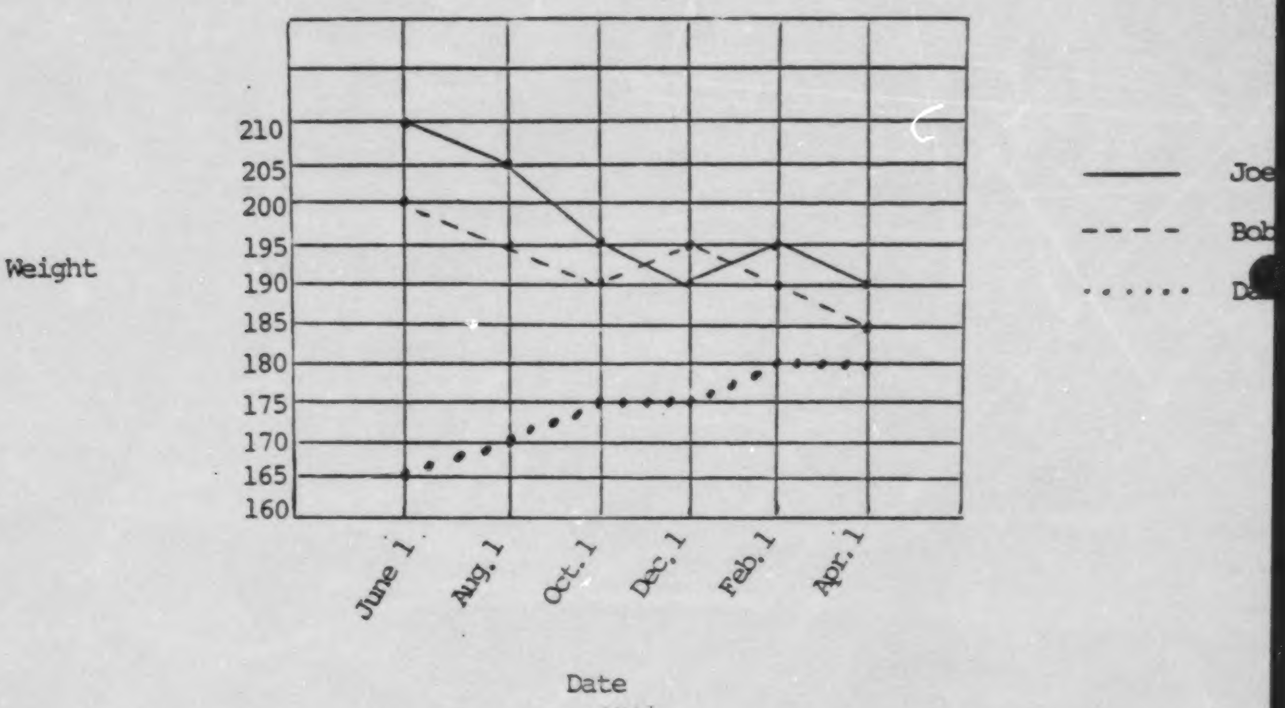
COMMUNICATIONS
LEVEL 6

BASELINE OBJECTIVE 22: READS AMOUNTS BY USING SPECIAL SYMBOLS OR A KEY, INTERPRETING THE SECTORS OF A CIRCLE ON CIRCLE GRAPHS, LOCATING A CELL IN A TABLE, AND USING THE SCALE ON BAR AND LINE GRAPHS.

Directions: For each item below, use the graph to answer the question.

Graph 1

Weight Chart



1. Use Graph 1 to determine how much Joe weighed on October 1st.

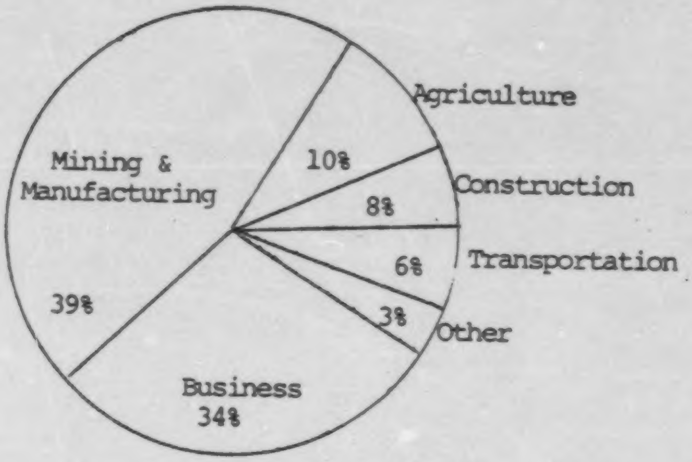
A) 170
B) 205
C) 195
D) 190

2. Use Graph 1 to determine the date on which Dale weighed 175 pounds.

A)	August 1	C)	February 1
B)	October 1	D)	April 1

Graph 2

Percentage of People in Various Occupations in West Germany



3. Use Graph 2 to answer the following question. What percentage of people in West Germany work in the construction industry?

A)	34	C)	3
B)	6	D)	8

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BASELINE OBJECTIVE 22 (continued)

Graph 3

Prices of Food Items in Four Stores

	Stores			
Food Items	Quick - O's	7 - 10	Drive and Go	Mr. W
Chips	35¢	37¢	34¢	36¢
Candy	26¢	30¢	25¢	32¢
Cookies	79¢	84¢	87¢	89¢
Soda	35¢	29¢	40¢	37¢

4. Use Graph 3 to determine which store is most expensive for cookies.

A) Mr. W
B) Drive and Go
C) 7 - 10
D) Quick - O's

5. Use Graph 3 to determine the price of candy at 7 - 10.

A) 37¢
B) 30¢
C) 25¢
D) 36¢

BASELINE OBJECTIVE 23: COMPARES TWO OR MORE VALUES BY DETERMINING RANK.

DIRECTIONS

Use Graph 4 to answer the following questions.

ANSWER KEY

1. C
2. B

RECOMMENDED MINIMUM PASSING SCORE

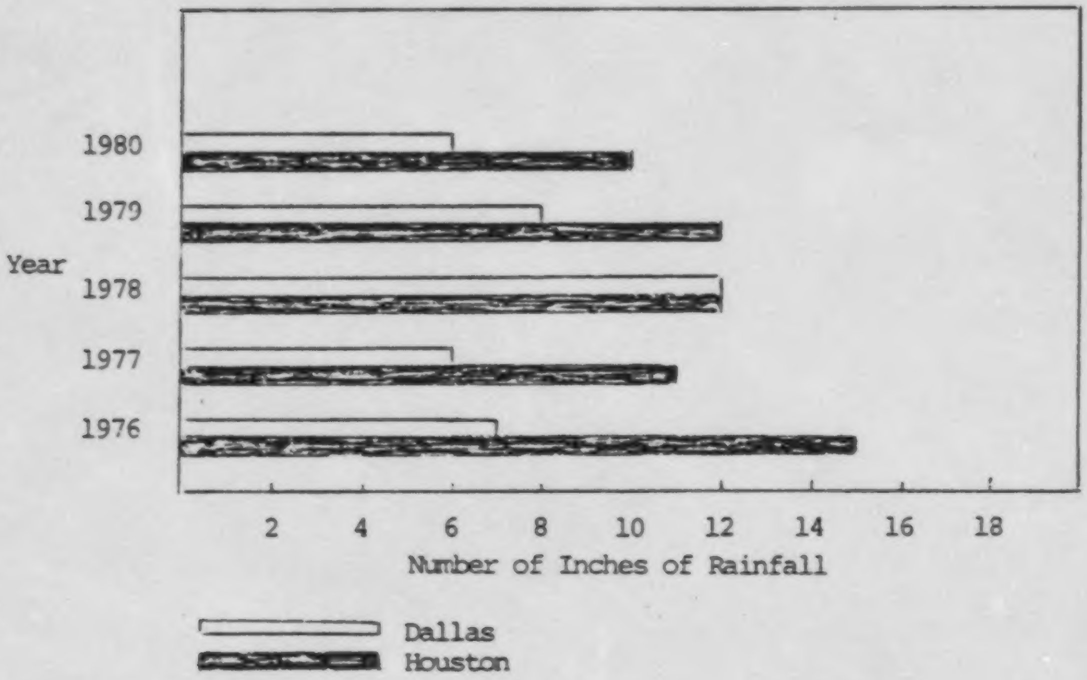
Two of two items correct.

BASELINE OBJECTIVE 23: COMPARES TWO OR MORE VALUES BY DETERMINING RANK.

Directions: Use Graph 4 to answer the following questions.

Graph 4

Annual Number of Inches of Rainfall in Dallas and Houston



1. In what year were Dallas and Houston approximately equal in rainfall?

A) 1980	C) 1978
B) 1979	D) 1977

2. Overall, which city ranks higher in average rainfall?

A) Dallas	C) They are equal in rank
B) Houston	

COMMUNICATIONS
LEVEL 6

BASELINE OBJECTIVE I: LITERAL LEVEL. DEALS WITH RECALL OF SPECIFIC FACTUAL DETAILS.

BASELINE OBJECTIVE II: INFERENTIAL LEVEL. DEALS WITH IMPLIED MEANINGS AND REASONING BASED ON FACTS AND DETAILS PRESENTED.

DIRECTIONS

Read the following story, and then answer questions 1-10.

ANSWER KEY

1. C
2. A
3. B
4. launched
5. A
6. D
7. D
8. C
9. B
10. A

Objective I: Score items 1-4.
Objective II: Score items 5-10.

RECOMMENDED MINIMUM PASSING SCORE

Objective I: Three of four items correct.
Objective II: Five of six items correct.

COMMUNICATIONS
LEVEL 6

BASELINE OBJECTIVE I: LITERAL LEVEL. DEALS WITH RECALL OF SPECIFIC FACTUAL DETAILS.

BASELINE OBJECTIVE II: INFERENTIAL LEVEL. DEALS WITH IMPLIED MEANINGS AND REASONING BASED ON FACTS AND DETAILS PRESENTED.

Directions: Read the following story, and then answer questions 1-10.

Read this story to find out about the boy Waukewa and his adventure.

Very early in the morning of a clear April day, just as the sun was rising splendidly over the mountains, Waukewa launched his canoe a half mile above the rapids. He floated downward, spear in hand, among the salmon. He was the only one of the tribe's lads who dared to fish above the falls. But he had been there often. Never yet had his watchful eye and his strong paddle allowed the current to carry his canoe beyond the danger point. This morning he was alone on the river, having risen long before daylight to be first at the sport.

Big salmon swam about the canoe on every side in an endless silver stream. Waukewa plunged his spear right and left. He tossed one fish after another into the canoe. He was so absorbed in the sport that he did not notice when the canoe began to move more swiftly among the rocks. But suddenly he looked up. He caught his paddle and dipped it wildly in the swirling water. The canoe swung sideways. At first it held its own against the torrent. And then slowly, inch by inch, it began to creep upstream toward the shore. But suddenly there was a loud, cruel snap. The paddle had broken just above the blade!

1. Waukewa was the only tribal boy who

A) knew how to swim	C) fished above the falls
B) was to be chief	D) fished for salmon

2. What happened after Waukewa began to catch fish?

A) He did not notice the canoe moving faster.
B) He stopped for a swim.
C) The sun began to rise.
D) The canoe overturned.

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3. This story is about

   A) life in an Indian village.
   B) Waukewa and his adventure.
   C) how to catch salmon.
   D) a paddle breaking.

4. In the space below, write the word which is underlined in the story.

   ____

5. How did Waukewa feel when he saw that the paddle was broken?

   A) frightened
   B) confused
   C) happy
   D) surprised

6. What does it mean to launch a canoe?

   A) paddled
   B) took out of the water
   C) sank
   D) put into the water

7. Waukewa got into trouble because

   A) He did not tell his father where he was going.
   B) He went out in the dark.
   C) He was bad.
   D) He did not pay close enough attention to the canoe.

8. A good name for this story is _________.

   A) A Clear August Day
   B) Fishing Above the Falls
   C) Trouble in the River
   D) Waukewa and His Friends

9. When Waukewa goes fishing again, what will he do?

   A) fish for tuna
   B) take two paddles
   C) go in the afternoon
   D) take his friends along

10. Waukewa dared to fish above the falls because _________.

   A) Everyone else was asleep.
   B) There were no salmon in the river.
   C) His canoe was a fine one.
   D) He was a good fisher and paddler.

COMMUNICATIONS
LEVEL 6

BASELINE OBJECTIVE III: CRITICAL LEVEL. DEALS WITH EVALUATION AND JUDGEMENT BASED ON KNOWLEDGE AND LIFE EXPERIENCES.

DIRECTIONS

Read the following story, and then answer questions 1-4.

ANSWER KEY

1. B
2. A
3. Teacher judgement. An acceptable answer would be that the story appears to be about a real experience of a real person.
4. C

RECOMMENDED MINIMUM PASSING SCORE

Three of four items correct.

BASELINE OBJECTIVE III: CRITICAL LEVEL. DEALS WITH EVALUATION AND JUDGEMENT BASED ON KNOWLEDGE AND LIFE EXPERIENCES.

Directions: Read the following story, and then answer questions 1-4.

Read this story to find out about a zoo keeper and a cheetah.

One day a cheetah was brought to the Moscow zoo. I was a section director there, and I had never seen a cheetah before. But I had read that they were graceful, handsome beasts that readily adapted themselves to people.

The crate in which the animal was brought was pulled up near a cage. When the door was opened, out stepped a spotted beast that looked very much like a leopard. At second look, however, and I saw thin legs and a body as graceful as a wolfhound's. The cheetah came out slowly and went directly to the water trough. For a long time he lapped the water greedily. And then, without even touching the meat that had been put down for him, without sniffing around his new living quarters, he lay down in the furthermost corner of his cage. This seemed strange. Usually the first thing an animal does is to acquaint himself with his new surroundings.

1. How did the director feel about the cheetah before he had ever seen one?

   A) He thought it would be ugly.
   B) He thought it would be beautiful.
   C) He thought it would be mean.
   D) He thought it would be sick.

2. Does this story appear to be factual or fictitious?

   A) factual
   B) fictitious

3. How could you tell the answer to question 2?

____

____

____

4. What word in this story is used to tell you a little about how the cheetah must have felt?

A) spotted
B) graceful
C) greedily
D) new

COMMUNICATIONS
LEVEL 6

BASELINE OBJECTIVE IV: APPLIED LEVEL OF THINKING. THIS STEP INVOLVES THE PROCESSING OF INFORMATION TO THE NEXT LOGICAL STEP-ACTION.

DIRECTIONS

Because this objective involves translating information into action, it is not amenable to pencil and paper tests. Teacher observation and judgement must be used to determine student mastery of this objective. See objective in baseline for examples.

ANSWER KEY

Teacher observation.

RECOMMENDED MINIMUM PASSING SCORE

Teacher judgement.

ASSESSMENT OF BASELINE CURRICULUM

ASSESSMENT OF BASELINE CURRICULUM

COMMUNICATIONS

LEVEL 6

STUDENT'S BOOKLET

dallas independent school district

TM 830 426 (3 of 6)

ABC COMMUNICATIONS TESTS
LEVEL 6
STUDENT'S BOOKLET

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ABC COMMUNICATIONS TESTS
LEVEL 6
STUDENT'S BOOKLET

Mark or write your answers on a separate answer sheet. DO NOT MARK IN THIS BOOKLET

I. WORD ATTACK SKILLS

BASELINE OBJECTIVE 37.1: USES POSSESIVE IN SENTENCE CONTEXT.

Directions: For each item below, choose the word that best completes the sentence.

1. The three ______ sails were blowing in the wind.

A) shipes
B) ship's
C) ships
D) ships'

2. Ann was playing with the two ________ mother.

A) kittens'
B) kittens
C) kitten's
D) kittenes

3. The three ________ hats were black.

A) lady
B) ladie's
C) lady's
D) ladies'

4. Mrs. Moses wanted to borrow Mr. ________ hammer.

A) Moses'es
B) Moses'
C) Moses
D) Mosess'

BASELINE OBJECTIVE 39: USES PREFIXES APPROPRIATELY IN SENTENCE CONTEXT.

Directions: For each item below, choose the word that best completes the sentence.

5. The new ____________ laws may help keep the rivers clean.

A) propollution
B) repollution
C) antipollution
D) semipollution

6. As a cloud covered the sun, Jack saw the man in the ________ room.

A) prodark
B) antidark
C) predark
D) semidark

7. The ghost appeared to be ___________.

A) supernatural
B) renatural
C) postnatural
D) pronatural

8. Before the cold weather, Joan put ___________ in her car.

A) superfreeze
B) semifreeze
C) refreeze
D) antifreeze

9. Since Laurie liked chocolate that was not too sweet, she bought ___________ chocolate.

A) semisweet
B) super sweet
C) antisweet
D) presweet

10. Larry was ____________ about his big ears.

A) antisensitive
B) supersensitive
C) prosensitive
D) resensitive

BASELINE OBJECTIVE 40: USES SUFFIXES APPROPRIATELY IN SENTENCE CONTEXT.

Directions: For each item below, choose the word that best completes the sentence.

11. A bad player on a baseball team tends to be __________.

A) burdenful
B) burdensome
C) burdenish
D) burdenhood

12. Dick was yelling and acting _________.

A) childsome
B) childish
C) childhood
D) childful

13. The people in the territory wanted to apply for ________.

A) stateful
B) statehood
C) statesome
D) stateish

14. The _______ man was visiting our country.

A) Italy
B) Italian
C) Italish
D) Italies

15. The clown danced and acted ________.

A) foolhood
B) foolsome
C) foolish
D) foolful

16. Mrs. Smith had been worried about __________ until she had her baby.

A) motherhood
B) mothersome
C) motherish
D) motherful

17. Ann has some friends who are __________.

A) Australia
B) Australian
C) Australish
D) Australies

18. The two children were noisy and ___________.

A) troubleish
B) troublehood
C) troubleful
D) troublesome

II. VOCABULARY SKILLS

(P/R) - BASELINE OBJECTIVE 42: USES CONTEXT CLUES TO DETERMINE UNKNOWN WORDS.

Directions: For each item below, choose the best meaning for the word that is underlined.

19. Alice changed over to the auxiliary gas tank when her truck ran out of gas.

A) glass
B) other
C) cold
D) copper

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20. The horses had run eight furlongs.

A) measure of volume
B) measure of heat
C) measure of weight
D) measure of distance

21. Anita found the locale for the movie near New York.

A) new act
B) new song
C) particular place
D) cheap price

22. Clancy likes to eat a papaya with his breakfast.

A) glass
B) spoon
C) drink
D) fruit

(P/R) - BASELINE OBJECTIVE 43: CHOOSES A WORD THAT WILL FIT IN A GIVEN SENTENCE.

Directions: For each item below, choose the word that belongs in the blank.

23. The artist has just finished the _______.

A) company
B) bribe
C) sculpture
D) venison

24. Carmen has grown beautiful _______ in her garden.

A) hair
B) habits
C) flowers
D) rocks

25. Rosa will _______ the orchestra in their first concert.

A) extend
B) conduct
C) probe
D) destroy

26. The ______ pot was found in the cave.

A) earthen
B) healthy
C) hazy
D) regular

(P/R) - BASELINE OBJECTIVE 45: RECOGNIZES AND IDENTIFIES MEANINGS OF SYNONYMS AND ANTONYMS.

Directions: For each item below, choose the word that means the same as the underlined word.

27. annoy

A) care
B) twist
C) bother
D) report

28. thin

A) asleep
B) skinny
C) shiny
D) young

Directions: For each item below, choose the word that means the opposite of the underlined word.

29. sorry

A) laugh
B) glad
C) gloomy
D) blame

30. enemy

A) braves
B) friend
C) practice
D) player

III. COMPREHENSION

BASELINE OBJECTIVE: READS WITH UNDERSTANDING.

Directions: For each item below, read the story. Choose the best answer for the question.

We see many more small cars today than we did a short time ago. With the price of gas going up, many drivers have bought cars that use less gas. Generally, small cars are cheeper to run. They weigh less and use less gas than other cars.

However, small cars have one very bad feature. In an accident, the driver of a small car is more likely to be hurt than the driver of a large car.

31. What is this story about?

A) how to fix small cars when they do not run
B) where to drive small cars
C) the good and bad features of small cars
D) what you should do if you have an accident

32. From the story, why do we see more small cars?

A) They are fun to drive.
B) They cost less money to run.
C) They are safe to drive.
D) They are faster than other cars.

33. Which of the following would be the best sentence to add to the end of for the last paragraph?

A) I like to drive a small car.
B) Small cars are safer than other cars.
C) Drivers of small cars must be extra careful.
D) We should all ride the bus more.

34. What does the story say about the price of gas?

A) It has gone down.
B) It has gone up.
D) It is too low.
C) It is too high.

Many students have jobs after school. Andy works in his family's store. He helps clean the store. He likes to work in the store. When the store closes, Andy goes home to eat dinner and then do his homework. Andy works hard with his family, and he has very little time to play with his friends. He would be happier if he had more time to play.

Arleen also works after school. She sells the evening newspaper. She has 143 papers to sell each day, and it takes her about two hours to finish. Then, she has time to play with her friends.

35. Where does Andy work?

A) at school
B) in a store
C) at home
D) in a repair shop

36. How are Andy and Arleen alike?

A) They both do well in school.
B) They both have a lot of friends.
C) They both like to play basketball.
D) They both work after school.

37. What does Arleen sell?

A) toys
B) newspapers
C) clothes
D) popcorn

38. How does Andy feel about having very little time to play with his friends?

A) unhappy
B) excited
C) happy
D) glad

39. What is this story about?

A) what it is like to work in a store
B) students who have jobs after school
C) jobs you may like to do
D) how to make money selling newspapers

40. When does Andy do his homework?

A) before he goes to the store
B) after he plays with his friends
C) on Saturday and Sunday
D) after he eats dinner

If you listen carefully to what a person says, you can usually tell a lot about him or her. Sometimes you can tell how the person feels. Here are statements from two people. Can you tell how they feel?

> Pam said, "I'll be glad when this TV show is over. I like stories about spies, not this one about cowboys. I get to pick the next show."

> Tom said, "I don't like to watch TV very much. I prefer to read stories about spies. Sometimes I pretend to be a spy."

41. How are Pam and Tom alike?

A) They both like stories about spies.
B) They both like to watch TV.
C) They both like to read about cowboys.
D) They both want to pick the next show.

42. Why does Pam want to pick the next show?

A) She doesn't want Tom to watch TV.
B) She wants to watch a cowboy show.
C) She wants to turn the TV off.
D) She wants to watch a show she likes.

43. What is this story about?

A) pretending to be a spy
B) watching a cowboy show on TV
C) Pam and Tom picking the next TV show
D) listening carefully to what others say

44. If Pam picks the next show, what is she likely to pick?

A) a cowboy show
B) an animal show
C) a spy show
D) a travel show

FIRST AID HINTS

HINT 1: A foreign object in the eye

FIRST AID TREATMENT

1. Never rub the eye.

2. Try to wash the eye with clean cool water.

3. If the object is on the upper eyelid, lift the lid and remove the object with a clean cloth. Do not put anything in the eye unless it is clean.

4. If the object is not on the upper eyelid and cannot be washed out, then cover the eye with a clean bandage and take the person to the doctor.

HINT 2: Insect bites and stings

FIRST AID TREATMENT

1. If the stinger is in the wound, take it out.

2. Immediately apply ice or ice water to the sting or bite. This will relieve the pain.

3. Mix a paste of baking soda and water and apply it to the wound.

4. If the person is allergic to an insect bite or sting, bandage the wound and place ice over the wound. Get medical help immediately.

---

45. Why should you put ice on an insect sting or bite?

A) Ice will take out the stinger.
B) Ice will prevent a fever from developing.
C) Ice will make the sting or bite hurt less.
D) Ice will form a paste with baking soda.

46. A foreign object is in a lower corner of your eye. What should you do if you have washed the eye with water but the object has not come out?

A) Apply ice to the eye.
B) Cover the eye with a clean bandage and go to the doctor.
C) Wash the eye with baking soda and cool water, and then lie down.
D) Lift the lid and remove the object with a cloth.

47. What would happen if an insect's stinger is not taken out of the wound?

A) The insect may fly away.
B) The wound may not heal.
C) The insect may die.
D) The stinger may be lost.

48. Which of the following statements is an opinion?

A) Ice will relieve the pain.
B) I think the wound will heal.
C) The stinger must be removed.
D) Some people may need medical help.

Once there was a fish named Big Eyes who was tired of swimming. He wanted to get out of the water and walk like other animals do. He waited eagerly. Then one day without telling anyone he just jumped out of the water, put on his shoes, and took a long walk around the park.

49. What do you think the person who wrote this story was trying to do?

A) tell you what fish are like
B) tell you that fish wear shoes
C) tell you a funny story about a fish
D) tell you that fish don't like to swim

50. How did Big Eyes feel when he jumped out of the water?

A) mad
B) excited
C) hurt
D) nothing

51. What did Big Eyes do after he jumped out of the water?

A) He took a long walk.
B) He swam to an island.
C) He talked with the other animals.
D) He put on his shoes.

52. What is this story about?

A) a fish that was caught on a hook
B) a fish who was tired of swimming
C) a fish that played with children
D) a fish that swam to an island.

53. Why did Big Eyes want to get out of the water?

A) to get a sandwich
B) to get to the island
C) to be like the other animals
D) to catch the other fish

IV. SPELLING

(P/R) - BASELINE OBJECTIVE 49.1: SPELLS MOST COMMONLY USED WORDS.

Directions: For each item below, choose the word that is misspelled.

54. A) stoop
    B) pear
    C) shov
    D) medal

55. A) museum
    B) pajamas
    C) umbrella
    D) curent

56. A) allou
    B) eager
    C) relief
    D) current

57. A) calindar
    B) improve
    C) stupid
    D) hockey

BASELINE OBJECTIVE 60: ADDS ENDINGS TO WORDS WHICH END IN Y.

Directions: For each item below, find the word that is not spelled correctly.

58. A) fortieth
    B) jolliness
    C) funnyer
    D) prettily

59. A) heavier
    B) dirtyer
    C) emptiness
    D) friendliness

60. A) rainiest
    B) scarier
    C) saltyest
    D) fiftieth

61. A) silliness
    B) saing
    C) luckiest
    D) gloomiest

V. COMPOSING SKILLS

BASELINE OBJECTIVE 106.1: WRITES A PARAGRAPH CONSISTING OF A TOPIC SENTENCE AND RELEVANT DETAILS TO FIT A SPECIFIC AUDIENCE AND PURPOSE.

Directions: Imagine that your school principal asked for suggestions about how to make things better in your school. Write a paragraph telling just ONE thing you think should be changed, how to bring about the change, and how the school will be improved by it. Write your paragraph on a separate piece of paper.

(P/R) - BASELINE OBJECTIVE 99: IDENTIFIES IRRELEVANT SENTENCES IN A PARAGRAPH.

Directions: For each item below, choose the sentence which does not belong with the other sentences in a paragraph to make a story.

62. A) My telephone at home would not work yesterday.
    B) I called the telephone company from my office.
    C) The telephone was invented in 1876.
    D) The company sent someone to repair my phone.

63. A) The man on the corner sells fruit.
    B) Much of the fruit that we eat is grown in South America.
    C) He has baskets that hold the fruit.
    D) People on the street buy fruit from him.

64. A) Debbie drives a taxi.
    B) She takes people from the airport to their homes.
    C) The people pay her money for the ride.
    D) I saw a green taxi once.

65. A) Leroy is taking a life-saving course.
    B) The course is taught by the swimming teacher.
    C) Swimming is a good way to have fun.
    D) Leroy is learning how to help someone who has trouble in the water.

BASELINE OBJECTIVE 104: IDENTIFIES AND CORRECTS SENTENCE FRAGMENTS.

Directions: For each item below, choose the answer that is not a complete sentence.

66. A) Do you smell smoke?
    B) The soccer ball is flat.
    C) The moon will be full tonight.
    D) The mailbox on the corner.

67. A) The ball crashed through the window.
    B) Flying through the air.
    C) The man answered the door.
    D) Andy lives in the apartment.

68. A) There are arrows pointing to the sign.
B) Painting a picture of the children playing in the park.
C) Have you asked your mother if you can go?
D) Max got up early in the morning to go fishing.

69. A) The birds with the red wings.
B) The rocket will blast into the sky.
C) Ben was watching the bears eat.
D) The ball was hidden behind the chair.

(P/R) - BASELINE OBJECTIVE 82: CAPITALIZES SELECTED NAMES.

Directions: For each item below, choose the word or words that must always be capitalized.

70. A) new supermarket
B) lutheran church
C) cactus wren
D) chimpanzee

71. A) allied fence company
B) scholarship
C) marshy bog
D) a celebration

72. A) pincushion moss
B) the stationmaster
C) baking powder
D) perkin's lawn service

73. A) ground beetle
B) temple shalom
C) sycamore tree
D) mustard greens

(P/R) - BASELINE OBJECTIVE 91: USES CORRECT PUNCTUATION.

Directions: For each item below, choose the sentence which has a mistake in punctuation.

74. A) John was tossing rocks into the river while he waited for Ted.
B) The car with the flat tire the old milk truck and the school bus are parked on the street.
C) It was a long ride into town and back to the ranch.
D) The school bus was making the last stop when one of the front tires went flat.

75. A) The dog dug a hole put a bone in it and filled it with dirt.
B) The train was three hours late because it had to be repaired.
C) We went to the new park when the rain stopped.
D) The squirrels liked to tease the dog by running along the top of the fence.

76. A) Joe had to wash and dry the dishes after breakfast.
B) The pilot jumped from the plane when it caught on fire.
C) Jim had to fix his bike clean the garage and weed the garden.
D) Joan ran up the hill and tried to stop the cat.

77. A) The black car pulled away from the curb and raced after the bus.
B) The clown had large shoes green pants and a red nose.
C) Sue wanted to paint the car and replace the seats.
D) We saw Mike and Tom when we went to the concert.

BASELINE OBJECTIVE 90.1: USES CORRECT PUNCTUATION.

Directions: For each item below, choose the best punctuation mark to complete the sentence.

78. She cried, "Help _____"

A) !
B) .
C) ?
D) No punctuation mark

79. The man shouted, "Look out _____"

A) ,
B) !
C) ?
D) No punctuation mark

80. The gun exploded, "Boom _____"

A) !
B) :
C) ;
D) No punctuation mark

81. The tree branch broke, "Snap _____"

A) .
B) ;
C) !
D) No punctuation mark

VI. USAGE

BASELINE OBJECTIVE 110: SELECTS THE CORRECT PRONOUN FOR USE IN COMPOUND SUBJECTS AND OBJECTS.

Directions: For each item below, choose the word that best completes the sentence.

82. The letter was sent to Sally and _____.

A) he
B) him
C) his
D) they

83. John and _____ think their school is best.

A) her
B) she
C) hers
D) them

84. The dog ran after Rosa and _____.

A) they
B) he
C) I
D) me

85. Dick talked to Tom and ____ last night.

A) he
B) him
C) they
D) his

BASELINE OBJECTIVE 110: SELECTS A PRONOUN TO AGREE WITH ITS ANTECEDENT IN A GIVEN SENTENCE (INCLUDING INDEFINITE PRONOUNS).

Directions: For each item below, choose the word that can correctly replace the underlined word or words.

86. Joan dropped the glass and broke the glass.

A) that
B) it
C) him
D) her

87. George had a dog, and the dog was always scratching.

A) his
B) her
C) it
D) them

88. Sara smiled at the little baby.

A) her
B) his
C) they
D) them

89. Mike and his brother live in a very large house.

A) His
B) He
C) Them
D) They

BASELINE OBJECTIVE 109: SELECTS THE CORRECT FORM OF THE VERB THAT AGREES WITH THE SUBJECT.

Directions: For each item below, choose the word that best completes the sentence.

90. The prince ________ before the king.

A) kneel
B) kneels
C) kneeled
D) knelted

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91. Joan and Bob _____ their homework before dinner.

A) did
B) doing
C) done
D) does

92. Harry and Maria _______ the club every year.

A) join
B) joining
C) joint
D) joins

93. The owner of the ranch asked Ann if she _______ a horse often.

A) rides
B) riding
C) ride
D) rided

(P/R) - BASELINE OBJECTIVE 109: SELECTS THE CORRECT VERB TO USE IN A SENTENCE.

Directions: For each item below, choose the word that best completes the sentence.

94. Tom must ____ the books at the library.

A) let
B) leave

95. A hard job can _____ us to work hard.

A) teach
B) learn

96. Joan will ______ how to sew from her grandmother.

A) teach
B) learn

97. Joan will ____ the box on the desk.

A) sit
B) set

98. I like to _____ flowers.

A) raise
B) rise

99. Will mother _____ you go alone?

A) let
B) leave

100. Please ____ down, and be quiet.

A) sit
B) set

101. I often _____ before the sun is up.

A) raise
B) rise

(P/R) - BASELINE OBJECTIVE 109: SELECTS THE CORRECT FORM (PAST, PAST PARTICIPLE) OF BOTH REGULAR AND IRREGULAR VERBS.

Directions: For each item below, choose the word that best completes the sentence.

102. The rabbit has _________ in my arms and gone to sleep.

A) snuggled
B) snuggleding
C) snuggling
D) snuggle

103. The banks has _______ money to the businesses.

A) lends
B) lent
C) lended
D) lending

104. The cook _________ the spoon into the pot.

A) stick
B) sticked
C) stuck
D) stucked

105. The detective _______ a long coat.

A) wear
B) wearing
C) wore
D) wores

(P/R) - BASELINE OBJECTIVE 111: CHOOSES BETWEEN SELECTED FORMS OF AN ADJECTIVE.

Directions: For each item below, choose the word that best completes the sentence.

106. Of the three horses, he was the ________.

A) smallest
B) smaller

107. The first shirt was the ______ of the three.

A) laciest
B) lacier

108. Of the two cakes, Ted's was the _______.

A) moistest
B) moister

109. Susan was the ________ of the two runners.

A) weariest
B) wearier

BASELINE OBJECTIVE 111.1: USES SELECTED ADJECTIVES.

Directions: For each item below, choose the word that best completes the sentence.

110. Did you want ______ books on your desk?

A) them
B) they
C) this
D) these

111. John said he saw ______ boys yesterday.

A) them
B) those
C) they
D) that

112. The guests wanted to stay in ______ rooms.

A) they
B) these
C) them
D) this

113. Larry likes to look at ______ pictures.

A) them
B) that
C) they
D) those

(P/R) - BASELINE OBJECTIVE 112: CORRECTS DOUBLE NEGATIVES.

Directions: For each item below, choose the word that best completes the sentence.

114. Anita found there ______ no easy way home.

A) was
B) wasn't

115. The boat did not have ___ lights.

A) no
B) any

116. Bob _____ answer none of the problems.

A) can
B) can't

117. I ______ never been here before.

A) haven't
B) have

195

VII. REFERENCE

(P/R) - BASELINE OBJECTIVE 12.1: USES A DICTIONARY TO CORRECT MISSPELLED WORDS AND TO DEFINE A WORD USED IN CONTEXT.

Use this dictionary page to answer the next four test items.

---

bawl v. 1. to weep or sob loudly. 2. to bellow, shout or yell.

bil-lion n. a number that is one thousand times one million. It is written 1,000,000,000.

bit-ter adj. 1. having a sharp or biting taste. 2. unpleasant to the mind; hard to bear.

blun-der v. to make a careless, stupid, mistake; act blindly.

blurt v. to say suddenly or without thinking.

bog-gy adj. marshy, wet, and spongy like a swamp.

bo-ler-o n. 1. a lively dance accompanied by castanets. 2. a short, open jacket ending at or above the waistline.

bo-nus n. something extra.

bra-zen adj. 1. of brass. 2. like brass in color or other qualities.

bribe n. money or gifts given to someone to get him or her to do something. v. to give or offer a bribe to.

brin-dle adj. gray or brownish yellow colored, with irregular dark streaks or spots.

brit-tle adj. very easily broken.

bro-cade n. a heavy fabric woven with raised designs.

Directions: For each item below, use the dictionary page to choose the word that is misspelled.

118. A) blurt
B) bitter
C) baul
D) bribe

119. A) brindle
B) blunder
C) bolero
D) britle

Directions: For each item below, use the dictionary page to choose the word that best completes the sentence.

120. The officer did not take the ______ to let the crook go free.

A) bribe
B) billion
C) bonus
D) bolero

121. The boys got wet when they marched through the ______ valley.

A) bitter
B) brindle
C) boggy
D) brittle

Use this dictionary page to answer the next four test items.

---

grate v. grat-ed, grat-ing. 1. to shred by rubbing against a rough surface. 2. to rub together in a way that produces a harsh scraping sound.

grey-hound n. a slender dog with a smooth coat and a long nose.

grieve v. 1. to feel great sadness or pain; mourn, 2. to make someone feel sorrow, sadness, or pain.

guitar n. a musical instrument having a long neck. six or more strings, and a body shaped somewhat like a violin. It is played by plucking or strumming the strings.

gul-ly n., pl., gul-lies. a ditch or channel cut in the earth by running water.

hab-it n. an action that is done so often that it is done without thinking about it.

ha-ci-en-da n. a landed estate, country house, ranch, or plantation.

hail v. 1. to shout in greeting or welcome. 2. to shout to or after; attract the attention of by calling.

har-ass v. to bother or annoy, to torment.

har-ness n. 1. a combination of straps and bands resembling the gear by which a draft animal is attached to the load it is pulling.

haze n. mist, smoke, or dust in the air.

Directions: For each item below, use the dictionary page to choose the word that is misspelled.

122. A) gully
B) greve
C) hail
D) grate

123. A) habit
B) harass
C) hase
D) guitar

Directions: For each item below, use the dictionary page to choose the word that best completes the sentence.

124. The cowboys rode to the _______ to get the new wagon box.

A) harness
B) hacienda
C) grayhound
D) habit

125. The woman was ordered not to ______ the company by telephone again.

A) hail
B) grate
C) harass
D) grieve

ASSESSMENT OF BASELINE CURRICULUM

ASSESSMENT OF BASELINE CURRICULUM

MATHEMATICS

LEVEL 6

TEACHER'S MANUAL

dallas independent school district

TM 830 426 (4 of 6)

ABC MATHEMATICS TESTS
LEVEL 6
TEACHER'S MANUAL

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TEST MANAGEMENT SYSTEM

The Assessment of Baseline Curriculum (ABC Tests) was designed by the Test Development Branch of the Department of Research and Evaluation as one component of the District's Instructional Improvement Process. The tests are intended to coordinate and supplement classroom testing by modifying and incorporating the Diagnostic Mathematics Tests.

Purpose of the Tests

The ABC Tests measure student attainment of objectives in the Mathematics Baseline Curriculum. These tests provide a standard District-wide measure of student progress. Because the tests measure only one objective, teachers can select tests of objectives that most appropriately fit their instruction.

Organization

ABC test materials consist of student's booklets and teacher's manuals. The student's booklets assess all objectives that appear on the Student Progress Report. Each objective is measured by four test items. A table of contents is provided to help locate tests which measure specific objectives. Tests for the Promotion/Retention Objectives are included in each booklet. These tests are identified by labels (P/R) in the table of contents and in the tests.

The teacher's manuals contain a test management system, a test answer key, and a copy of the student's booklet (with the correct answers circled). The test management system describes the purpose of the tests, their organization, several classroom applications, their implementation, and a scoring system. The test answer key includes a recommended minimum passing score.

Classroom Applications of the Tests

Generally there are three applications of the ABC Tests in the classroom: student placement, specific assessment of student learning, and survey testing. A testing situation can involve more than one of these applications; however, for clarity the three applications will be discussed separately.

Student placement. In the first stage of an instructional cycle, the placement of the student in the appropriate level of instruction is important. While this placement should not depend entirely on the results of tests, these scores can be helpful. Two strategies for placement of students are suggested: (a) existing Student Progress Reports and previous test results, and (b) selective placement tests.

To avoid unnecessary testing, placement should be based whenever possible on existing information from Student Progress Reports and previous testing (e.g., ITBS and TABS). The existing information will often be sufficient for the placement of students in the subsequent instructional sequences.

If, however, previous student information is not available, the ABC Tests can be used for student placement by selective testing. The general strategy for such testing is to focus first on the computation objectives in order to place students in a grade level and then focus on the remaining objectives to identify specific instructional needs.

In order to use the ABC Tests for student placement, it is recommended that testing begin with the addition, subtraction, multiplication, and division tests at the grade level you think is best for the student. If the student has problems with these tests, then move down one grade level. In this way, find the level where the student has only minor difficulties. This will be the instructional level for the student. Use the other ABC Tests if more specific placement is needed.

Assessment of student learning. The ABC Tests are designed primarily for assessing student attainment of the Mathematics Baseline Objectives. The tests can be used as pretests prior to instruction and/or as posttests following instruction. Pretest information will be useful in planning instruction. Posttest information should either (a) confirm that the student has attained mastery and should proceed to the next objective, or (b) help direct remedial instruction.

It should be noted that the pre/post testing is only a suggestion. The teachers and instructional leaders should adapt the ABC Tests to their own instructional methods. The tests have been designed to have this flexibility.

Survey testing. The ABC Tests can be grouped to form survey tests covering a set of objectives. An important instance of this application is the promotion/retention survey test. A parallel form of the District-wide survey test can be constructed from the ABC Tests. The test items which are similar to those in the District-wide survey test have been designated by labels (P/R) in the table of contents and in the tests. These test items can be combined to produce a test which will be very similar to the District-wide promotion/retention survey test.

In addition, the teachers or instructional leaders may want to design survey tests covering previously instructed objectives. By selecting the appropriate test items, such tests can be obtained. Again, this flexibility has been designed into the ABC Tests.

Implementation of the ABC Tests

The ABC Tests have been designed to be administered to a group of students. This does not exclude the use of the tests with an individual student. In fact, in some instances, individual administration of the tests may better help the teacher assess student learning. In addition, the ABC test items could be adapted to writing the test on a chalkboard. The teacher using this strategy may want to leave the test items open-ended and not write the optional responses. Furthermore, some of the test items may be presented orally to the students. Again, the test items may be left open-ended. The point to be made is that the teacher should feel free to adapt and use the ABC Tests as best fits his or her instructional needs.

Scoring

There are three options available for scoring the ABC Tests: computer scoring, Scantron scoring, and hand scoring. The choice of an option will depend on the availability of equipment and the desired speed for obtaining test scores.

Computer scoring will rely on the District's central computer for scoring the tests and reporting scores. In addition, the computer will be able to keep track of student performance, as measured by the ABC Tests, over the school year. When needed, Student Progress Reports will be available from the computer. While this option will result in a reduction of classroom record keeping, some time will be required to transmit answer sheets and test reports. If this option is selected, the machine-scorable answer sheets must be used with the tests. Specific directions for using the computer-scoring option are available from your principal and/or subdistrict office.

Scantron scoring will require the use of a Scantron Test Scoring Machine. If this option is selected, then the Scantron answer sheets will be required. The Scantron scoring will provide test scores quickly. However, record keeping of student progress will be required of the classroom teacher.

Finally, the ABC Tests can be hand scored. The test answer key has been included in this manual to facilitate hand scoring. Because the tests are nonconsumable, a separate answer sheet must be used. This option should be selected only if test scores are needed quickly. This option will result in the most work for the classroom teacher.

TEST ANSWER KEY

NOTE: THE RECOMMENDED MINIMUM PASSING SCORE ON ALL TESTS IS THREE OUT OF FOUR ITEMS CORRECT.

OBJ #1
Page 1
1. B
2. A
3. B
4. A

OBJ #2
Page 1
5. D
6. B
7. C
8. B

OBJ #3
Page 2
9. C
10. C
11. D
12. C

OBJ #4
Page 3
13. A
14. B
15. C
16. C

OBJ #5
Page 3
17. C
18. A
19. C
20. B

OBJ #6
Page 4
21. A
22. A
23. B
24. D

OBJ #7
Page 5
25. C
26. A
27. C
28. C

OBJ #8
Page 5
29. D
30. D
31. D
32. D

OBJ #9
Page 6
33. A
34. D
35. B
36. D

OBJ #10 (P/R)
Page 6
37. C
38. B
39. B
40. D

OBJ #11 (P/R)
Page 7
41. B
42. D
43. B
44. A

OBJ #12
Page 8
45. C
46. B
47. A
48. D

OBJ #13 (P/R)
Page 8
49. C
50. A
51. B
52. C

OBJ #14 (P/R)
Page 9
53. B
54. C
55. C
56. D

OBJ #15
Page 9
57. C
58. B
59. D
60. A

OBJ #16
Page 10
61. C
62. B
63. A
64. B

OBJ #17 (P/R)
Page 10
65. B
66. A
67. A
68. D

OBJ #18
Page 11
69. B
70. D
71. A
72. C

OBJ #19 (P/R)
Page 12
73. A
74. D
75. D
76. D

OBJ #20 (P/R)
Page 12
77. A
78. A
79. B
80. D

OBJ #21 (P/R)
Page 13
81. B
82. C
83. D
84. B

OBJ #22
Page 14
85. B
86. D
87. B
88. A

OBJ #23
Page 16
89. A
90. B
91. D
92. A

OBJ #24 (P/R)
Page 16
93. B
94. A
95. B
96. D

OBJ #25
Page 17
97. A
98. D
99. C
100. B

OBJ #26
Page 17
101. A
102. D
103. A
104. C

OBJ #27
Page 18
105. D
106. A
107. B
108. C

OBJ #28
Page 19
109. A
110. C
111. B
112. C

OBJ #29
Page 19
113. B
114. A
115. B
116. D

OBJ #30
Page 20
117. C
118. B
119. B
120. B

OBJ #31
Page 20
121. D
122. A
123. A
124. D

OBJ #32
Page 21
125. B
126. D
127. B
128. B

OBJ #33 (P/R)
Page 22
129. C
130. B
131. A
132. D

OBJ #34
Page 22
133. C
134. A
135. D
136. B

OBJ #35
Page 23
137. C
138. C
139. B
140. D

OBJ #36
Page 24
141. D
142. A
143. C
144. D

OBJ #37
Page 24
145. C
146. D
147. A
148. D

OBJ #38
Page 25
149. C
150. C
151. D
152. B

OBJ #39
Page 26
153. D
154. D
155. C
156. A

OBJ #40 (P/R)
Page 27
157. B
158. A
159. B
160. C

OBJ #41
Page 28
161. C
162. A
163. B
164. B

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166. A
167. C
168. B

OBJ #43
Page 29
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170. D
171. A
172. A

OBJ #44 (P/R)
Page 30
173. B
174. D
175. A
176. D

OBJ #45
Page 33
177. B
178. A
179. D
180. C

OBJ #46
Page 34
181. B
182. B
183. A
184. B

OBJ #47
Page 35
185. B
186. C
187. D
188. C

OBJ #48
Page 36
189. D
190. A
191. B
192. C

OBJ #49
Page 37
193. D
194. B
195. A
196. A

OBJ #50
Page 37
197. C
198. B
199. B
200. D

ASSESSMENT OF BASELINE CURRICULUM

ASSESSMENT OF BASELINE CURRICULUM

MATHEMATICS

LEVEL 6

STUDENT'S BOOKLET

dallas independent school district

ABC MATHEMATICS TESTS
LEVEL 6
STUDENT'S BOOKLET

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ABC MATHEMATICS TESTS
LEVEL 6

Use a pencil to shade in the correct answer space on the answer sheet. Be sure you mark heavily. DO NOT MARK IN THIS BOOKLET.

BASELINE OBJECTIVE 1: INTERPRET THE PLACE VALUE OF WHOLE NUMBERS (8 DIGITS OR FEWER).

1. How would moving the 1 in 64,209,351 from the first place to the third place change the value of the 1?

   A) It would be $\frac{1}{10}$ as great.
   [✓ B)] It would be 100 times as great.
   C) It would be 1,000 times as great.
   D) It would not change the value.

2. How would moving the 6 in 64,209,351 from the eighth place to the seventh place change the value of the 6?

   [✓ A)] It would be $\frac{1}{10}$ as great.
   B) It would be 10 times as great.
   C) It would be 100 times as great.
   D) It would not change the value.

3. What does the digit 3 represent in the number 67,109,324?

   A) 3 [✓ B)] 300 C) 3,000 D) 300,000

4. What does the digit 8 represent in the number 17,638,025?

   [✓ A)] 8,000 B) 800 C) 80 D) 8

BASELINE OBJECTIVE 2: READ AND WRITE NUMBERS (8 DIGITS OR FEWER) IN WORDS AND NUMERAL FORM.

5. What is another name for twenty-six million, nine hundred ten thousand, forty-one?

   A) 2,691,041 B) 26,900,141 C) 26,901,041 [✓ D)] 26,910,041

6. What is another name for six hundred eighty-eight thousand, five hundred seventy-five?

A) 6,088,575 [✓ B) 688,575] C) 680,575 D) 608,575

7. Which word name is the same as 10,974?

A) one hundred thousand, nine hundred seventy-four
B) eleven thousand, nine hundred seventy-four
[✓ C) ten thousand, nine hundred seventy-four]
D) one thousand, nine hundred seventy-four

8. Which word name is the same as 6,240,408?

A) sixty-two million, two hundred forty thousand, four hundred eight
[✓ B) six million, two hundred forty thousand, four hundred eight]
C) six million, twenty four thousand, four hundred eight
D) six hundred twenty four thousand, four hundred eight

BASELINE OBJECTIVE 3: WRITE THE POWERS OF 10 IN EXPONENTIAL FORM AND VICE VERSA.

9. Which of the following is another name for 10^5?

A) 10 + 10 + 10 + 10 + 10
B) 10,000
[✓ C) 100,000]
D) 1,000,000

10. Which of the following is another name for 10^3?

A) 10 + 10 + 10
B) 100
[✓ C) 10 X 10 X 10]
D) 10,000

11. Which of the following is another name for 10?

A) .01 B) .1 C) 10^0 [✓ D) 10^1]

12. Which of the following is another name for 10,000?

A) 10^2 B) 10^3 [✓ C) 10^4] D) 10^5

BASELINE OBJECTIVE 4: WRITE THE NUMBER IN STANDARD FORM WHEN THE EXPANDED FORM (INCLUDING POWERS OF TEN) IS GIVEN AND VICE VERSA (8 DIGITS OR FEWER).

13. What should replace the ☐ in the number sentence 804,646 = 800,000 + ☐ + 600 + 40 + 6?

[✓ A) 4,000] B) 400 C) 40 D) 4

14. What should replace the ☐ in the number sentence 58,061 = 50,000 + 8,000 + ☐ + 1?

A) 6 [✓ B) 60] C) 600 D) 6,000

15. What is another name for 35,608,001?

A) 30,000,000 + 5,000,000 + 60,000 + 800 + 1
B) 30,000,000 + 5,000,000 + 60,000 + 8,000 + 1
[✓ C) 30,000,000 + 5,000,000 + 600,000 + 8,000 + 1]
D) 30,000,000 + 5,000,000 + 600,000 + 80,000 + 1

16. What is the standard numeral for 7,000,000 + 60,000 + 60 + 1?

A) 7,600,601 B) 7,600,061 [✓ C) 7,060,061] D) 7,006,601

BASELINE OBJECTIVE 5: ORDER AND COMPARE WHOLE NUMBERS LESS THAN 1 MILLION USING GREATER THAN (>), LESS THAN (<), OR EQUAL TO (=) AND SOLVE RELATED PROBLEMS.

17. What symbol will make the following number sentence true?

1,643,291 ☐ 1,643,291

A) > B) < [✓ C) =]

18. What whole number will make both ☐ X 9 > 27 and 7 X ☐ < 30 true statements?

[✓ A)] 4   B) 3   C) 2   D) 1

19. Which of the numbers below will make both 6 X ☐ > 48 and ☐ X 5 < 48 true number sentences?

A) 6   B) 8   [✓ C)] 9   D) 10

20. Which of the following is true about the number sentence

90 X ☐ = 344?

A) ☐ is less than 3

[✓ B)] ☐ is less than 4

C) ☐ is equal to 4

D) ☐ is greater than 4

BASELINE OBJECTIVE 6: ROUND NUMBERS LESS THAN 1,000,000 TO THE NEAREST TEN, HUNDRED, THOUSAND, TEN-THOUSAND, AND/OR HUNDRED-THOUSAND, AND ESTIMATE SUMS AND DIFFERENCES.

21. Round 364,298 to the nearest hundred-thousand.

[✓ A)] 400,000   B) 370,000   C) 360,000   D) 300,000

22. Round 71,984 to the nearest ten-thousand.

[✓ A)] 70,000   B) 71,000   C) 72,000   D) 80,000

23. Round each addend to the nearest hundred and estimate the sum.

$$\begin{array}{r}267\\+741\\\hline\end{array}$$

A) 900   [✓ B)] 1,000   C) 1,008   D) 1,100

24. Round each number to the nearest ten and estimate the difference.

$$\begin{array}{r} 92 \\ \underline{-26} \end{array}$$

A) 120 B) 80 C) 70 [✓ D)] 60

BASELINE OBJECTIVE 7: READ AND INTERPRET THE PLACE VALUE OF DECIMALS TO TEN-THOUSANDTHS (WORD AND/OR NUMERAL FORM).

25. How should you read 393.6054?

A) 393 and 6,054 millionths
B) 393 and 6,054 hundred-thousandths
[✓ C)] 393 and 6,054 ten-thousandths
D) 393 and 6,054 thousandths

26. What is another name for six hundred twenty-seven and thirty-three thousandths?

[✓ A)] 627.033 B) 627.33 C) 62,733 D) 627,033

27. What number has the digit 7 in the hundredths' place?

A) 723.1894 B) 146.3475 [✓ C)] 263.1798 D) 871.3465

28. In what place is the digit 3 in the number 24.367?

A) tens' place
B) ones' place
[✓ C)] tenths' place
D) hundredths' place

BASELINE OBJECTIVE 8: COMPARE DECIMALS TO TEN-THOUSANDTHS.

29. Which numeral represents the largest value?

A) 64.06 B) 64.6 C) 64.062 [✓ D)] 64.601

30. Which numeral represents the largest value?

A) 24.011   B) 24.001   C) 24.11   [✓ D)] 241.0

31. Which numeral represents the smallest value?

A) 56.059   B) 56.59   C) 56.509   [✓ D)] 56.0059

32. Which numeral represents the smallest value?

A) 73.0121   B) 73.1201   C) 73.012   [✓ D)] 73.0012

BASELINE OBJECTIVE 9: APPLY THE CONCEPTS OF ROUNDING DECIMALS TO THE NEAREST TENTH, HUNDREDTH, AND/OR THOUSANDTH IN SOLVING PROBLEMS.

33. Round 74.747 to the nearest tenth.

[✓ A)] 74.7   B) 74.6   C) 74   D) 70

34. Round 8.7945 to the nearest hundredth.

A) 8.80   B) 8.795   C) 8.794   [✓ D)] 8.79

35. The numeral 16.058 was rounded to 16.1. To what place was it rounded?

A) ones'   [✓ B)] tenths'   C) hundredths'   D) thousandths'

36. The numeral 9.0623 was rounded to 9.06. To what place was it rounded?

A) tens'   B) ones'   C) tenths'   [✓ D)] hundredths'

(P/R) - BASELINE OBJECTIVE 10: IDENTIFY PLACE VALUE AND TOTAL VALUE OF ANY DIGIT IN A 6-DIGIT NUMBER WITH AND WITHOUT 1 TO 3 DECIMAL PLACES.

37. In the number 235.071, which digit is in the hundreds' place?

A) 7   B) 3   [✓ C)] 2   D) 1

38. In what place is the digit 5 in the number 84,216.5?

A) hundredths' place
[✓ B)] tenths' place
C) ones' place
D) tens' place

39. What number has the digit 5 in the hundredths' place?

A) 251.079 [✓ B)] 169.058 C) 528.167 D) 482.735

40. What is the total value of the 5 in the number 576,432?

A) 5
B) 500
C) 50,000
[✓ D)] 500,000

(P/R) - BASELINE OBJECTIVE 11: ADD WHOLE NUMBERS (4 DIGITS OR FEWER) WITH REGROUPING (3 TO 5 ADDENDS).

41.
$$\begin{array}{r} 6{,}346 \\ 776 \\ +\quad 22 \\ \hline \end{array}$$

A) 7,234 [✓ B)] 7,144 C) 7,044 D) 7,034

42. 9,910 + 7 + 124 + 846 + 74 =

A) 9,941 B) 9,961 C) 10,841 [✓ D)] 10,961

43. 32 + 182 + 2,543 + 7,955 =

A) 11,502 [✓ B)] 10,712 C) 10,512 D) 9,702

44.
$$\begin{array}{r} 625 \\ 7{,}941 \\ 251 \\ +8{,}642 \\ \hline \end{array}$$

[✓ A)] 17,459 B) 17,359 C) 16,459 D) 15,359

BASELINE OBJECTIVE 12: SOLVE OPEN SENTENCES RELATING ADDITION AND SUBTRACTION AS INVERSE OPERATIONS.

Directions: Find the numeral that goes in the boxes so that the number sentence is true.

45. If ☐ + 36 = 336, then 336 - ☐ = 36

A) 36   B) 100   [✓ C)] 300   D) 372

46. If 30 - ☐ = 24, then 24 + ☐ = 30

A) 5   [✓ B)] 6   C) 7   D) 8

47. If 112 - ☐ = 64, then ☐ + 64 = 112

[✓ A)] 48   B) 58   C) 112   D) 176

48. If 48 + ☐ = 144, then 144 - ☐ = 48

A) 144   B) 134   C) 104   [✓ D)] 96

(P/R) - BASELINE OBJECTIVE 13: SUBTRACT WHOLE NUMBERS (4 DIGITS OR FEWER) WITH REGROUPING.

49. $$\begin{array}{r} 5,745 \\ \underline{-2,956} \end{array}$$

A) 3,899   B) 3,211   [✓ C)] 2,789   D) 2,211

50. $$\begin{array}{r} 6,002 \\ \underline{-\ \ 974} \end{array}$$

[✓ A)] 5,028   B) 6,028   C) 6,088   D) 6,972

51. $$\begin{array}{r} 5,301 \\ \underline{-\ \ 596} \end{array}$$

A) 4,605   [✓ B)] 4,705   C) 4,715   D) 5,296

52. 9,364
-2,577

A) 7,897 B) 6,897 [✓ C) 6,787] D) 6,213

(P/R) - BASELINE OBJECTIVE 14: ADD AND SUBTRACT DECIMAL NUMBERS THROUGH THOUSANDTHS (5 DIGITS OR FEWER, 2 TO 3 ADDENDS).

53. 47.038
+ 6.064

A) 53.002 [✓ B) 53.102] C) 53.192 D) 54.102

54. 59.379 + 8.743 + 1.21 =

A) 58.222 B) 59.322 [✓ C) 69.332] D) 70.222

55. 44.563
-25.677

A) 11.916 B) 18.816 [✓ C) 18.886] D) 21.114

56. 58.04
- 6.70

A) 53.34 B) 52.74 C) 52.24 [✓ D) 51.34]

BASELINE OBJECTIVE 15: USE OPERATIONS OF ADDITION AND/OR SUBTRACTION TO SOLVE WORD AND/OR CURRENCY PROBLEMS.

57. A dealer bought a radio for $80 and sold it for $125. How much money did he make?

A) $35 B) $40 [✓ C) $45] D) $205

58. Tom's father gave him $36.48, and his mother gave him $17.98. How much money was he given by his parents?

A) $63.36 [✓ B) $54.46] C) $44.36 D) $43.46

59. Tom spent $22.18 to buy his newspapers. He sold the newspapers for $33.27. How much did he make?

A) $55.45 B) $55.35 C) $11.19 [✓ D)] $11.09

60. Ann spent $22.75 for a hat and $39.66 for a dress. How much money did she spend in all?

[✓ A)] $62.41 B) $61.31 C) $52.41 D) $51.31

BASELINE OBJECTIVE 16: USE THE COMMUTATIVE (ORDER) AND ASSOCIATIVE (GROUPING) PROPERTIES OF ADDITION/MULTIPLICATION, AND THE DISTRIBUTIVE PROPERTY OF MULTIPLICATION OVER ADDITION TO SOLVE PROBLEMS.

Directions: Find the numeral that should replace the box in each number sentence below.

61. $17 \times \square = 19 \times 17$

A) 17 B) 18 [✓ C)] 19 D) 36

62. $(23 + 19) + 37 = \square + (19 + 37)$

A) 19 [✓ B)] 23 C) 37 D) 42

63. $3 \times (9 + 2) = 3 \times 9 + 3 \times \square$

[✓ A)] 2 B) 3 C) 5 D) 9

64. $(2 \times 9) + (2 \times 5) = 2 \times (9 + \square)$

A) 9 [✓ B)] 5 C) 4 D) 2

(P/R) - BASELINE OBJECTIVE 17: MULTIPLY A WHOLE NUMBER LESS THAN 1,000 BY A WHOLE NUMBER LESS THAN 100.

65.
$$\begin{array}{r} 563 \\ \underline{\times\ 74} \end{array}$$

A) 42,662 [✓ B)] 41,662 C) 32,662 D) 31,662

66. 604
X 8

[✓ A)] 4,832 B) 4,864 C) 4,932 D) 4,964

67. 314
X 26

[✓ A)] 8,164 B) 8,064 C) 7,164 D) 7,064

68. 904
X 24

A) 1,246 B) 5,424 C) 20,696 [✓ D)] 21,696

BASELINE OBJECTIVE 18: MULTIPLY DECIMALS TO THOUSANDTHS WITH AND WITHOUT REGROUPING.

69. 7.194
X .22

A) .14388 [✓ B)] 1.58268 C) 14.388 D) 158.268

70. 3.14 X 1.22 =

A) .157 B) 1.0048 C) 3.7208 [✓ D)] 3.8308

71. 8.17 X 2.7 =

[✓ A)] 22.059 B) 21.059 C) 12.059 D) 11.059

72. 10.008
X .504

A) .090072 B) .540432 [✓ C)] 5.044032 D) 50.0432

(P/R) - BASELINE OBJECTIVE 19: SELECT THE MOST APPROPRIATE UNIT OF CUSTOMARY MEASURE TO USE IN A GIVEN SITUATION OR TO MEASURE A COMMON OBJECT (INCH, FOOT, YARD, MILE, OUNCE, POUND, PINT, QUART, GALLON, DEGREES FAHRENHEIT).

73. In what units would you measure the weight of a bluejay?

[✓ A)] ounces B) inches C) pints D) degrees Fahrenheit

74. In what units would you measure the length of a pole?

A) quarts B) ounces C) gallons [✓ D)] feet

75. Which of the following is the largest liquid volume?

A) 4 pints B) 24 pints C) 4 quarts [✓ D)] 4 gallons

76. Which of the following is the shortest distance?

A) 108 inches B) 12 feet C) 1 mile [✓ D)] 2 yards

(P/R) - BASELINE OBJECTIVE 20: SELECT THE MOST APPROPRIATE UNIT OF METRIC MEASURE TO USE IN A GIVEN SITUATION OR TO MEASURE A COMMON OBJECT (MILLIMETER, CENTIMETER, METER, KILOMETER, GRAM, KILOGRAM, MILLILITER, LITER).

77. In what units would you measure the length of a carrot?

[✓ A)] centimeters
B) milliters
C) kilograms
D) liters

78. In what units would you measure how much liquid is in a small perfume bottle?

[✓ A)] milliliters
B) grams
C) kilograms
D) kilometers

79. Which of the following is the shortest distance?

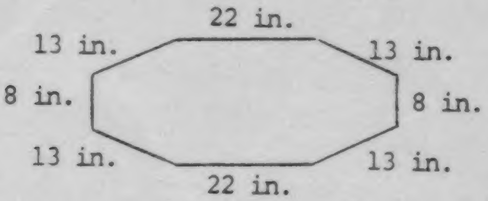
- A) 2,000 millimeters
- [✓ B)] 100 centimeters
- C) 3 meters
- D) 2 kilometers

80. Which of the following is the heaviest weight?

- A) 16 kilometers
- B) 3 kilograms
- C) 8 liters
- [✓ D)] 4,500 grams

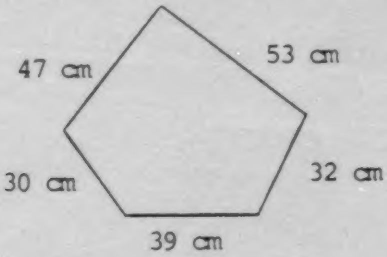
(P/R) - BASELINE OBJECTIVE 21: FIND THE PERIMETER OF GEOMETRIC FIGURES (8 OR FEWER SIDES).

81. Find the perimeter of the octagon below.



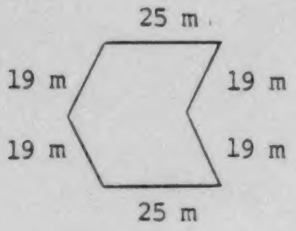
A) 126 in. [✓ B)] 112 in. C) 98 in. D) 91 in.

82. Find the perimeter of the pentagon below.



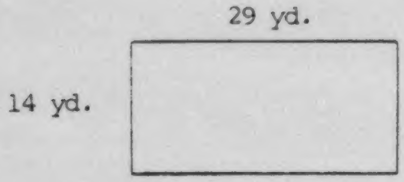
A) 181 cm B) 191 cm [✓ C)] 201 cm D) 211 cm

83. Find the perimeter of the hexagon below.



A) 86 m   B) 96 m   C) 116 m   [✓ D) 126 m]

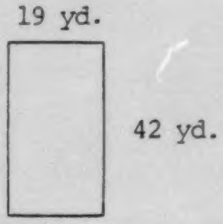
84. Find the perimeter of the rectangle below.



A) 116 yd.   [✓ B) 86 yd.]   C) 72 yd.   D) 43 yd.

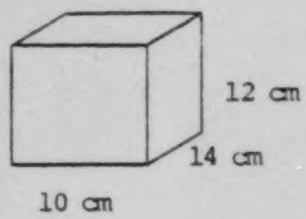
BASELINE OBJECTIVE 22: FIND THE AREA, VOLUME, AND SURFACE AREA OF RECTANGULAR GEOMETRIC FIGURES (PLANE AND SOLID).

85. Find the area of the figure below.



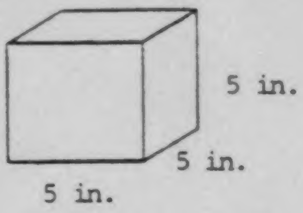
A) 817 sq. yd.
[✓ B) 798 sq. yd.]
C) 361 sq. yd.
D) 122 sq. yd.

86. Find the volume of the figure below.



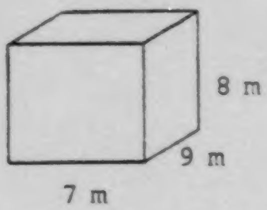
A) 120 cu. cm
B) 168 cu. cm
C) 840 cu. cm
[✓ D)] 1,680 cu. cm

87. Find the surface area of the figure below.



A) 625 sq. in.
[✓ B)] 150 sq. in.
C) 125 sq. in.
D) 25 sq. in.

88. Find the volume of the figure below?



[✓ A)] 504 cu. m B) 72 cu. m C) 56 cu. m D) 24 cu. m

BASELINE OBJECTIVE 23: SOLVE OPEN SENTENCES RELATING MULTIPLICATION AND DIVISION AS INVERSE OPERATIONS.

Directions: Find the numeral that should replace the boxes in each of the number sentences below.

89. If $\frac{\square}{2} = 12$, then $2 \times 12 = \square$

[✓ A)] 24 B) 14 C) 6 D) 2

90. If $\frac{240}{\square} = 60$, then $60 \times \square = 240$

A) 0 [✓ B)] 4 C) 6 D) 40

91. If $\frac{246}{6} = \square$, then $\square \times 6 = 246$

A) 246 B) 60 C) 43 [✓ D)] 41

92. If $\frac{36}{\square} + 7 = 16$, then $36 = \square \times (16 - 7)$

[✓ A)] 4 B) 8 C) 9 D) 11

(P/R) - BASELINE OBJECTIVE 24: DIVIDE A WHOLE NUMBER LESS THAN 1,000 BY A WHOLE NUMBER LESS THAN 100.

93. $17\overline{)879}$

A) 51 [✓ B)] 51 r. 12 C) 52 D) 52 r. 12

94. $9\overline{)918}$

[✓ A)] 102 B) 100 C) 12 D) 10

95. $67\overline{)871}$

A) 12 [✓ B)] 13 C) 14 D) 15

96. 11)501

A) 44   B) 44 r. 5   C) 45   [✓ D) 45 r. 6]

BASELINE OBJECTIVE 25: DIVIDE DECIMALS THROUGH HUNDREDTHS WITH NO REMAINDER (WHOLE NUMBER DIVISORS).

97. 5)8.55

[✓ A) 1.71]   B) .171   C) .151   D) .0171

98. 8.40 ÷ 7 =

A) 120   B) 90   C) 12   [✓ D) 1.20]

99. 1.6 ÷ 2 =

A) 0.008   B) 0.08   [✓ C) 0.8]   D) 8.0

100. 12).96

A) .008   [✓ B) .08]   C) .8   D) 8

BASELINE OBJECTIVE 26: COMPLETE OPEN SENTENCES BY USING THE CORRECT SYMBOL OR NUMBER WITH AND WITHOUT PARENTHESES.

101. What should replace the box in the number sentence 21 + ☐ = 18?

[✓ A) -3]   B) -2   C) 3   D) 6

102. What should replace the boxes in the number sentence

16 ☐ 3 ☐ 3 = 10?

A) X   B) ÷   C) +   [✓ D) -]

103. What operation can be used to find the value of n in the number sentence n X 9 = 72?

[✓ A)] ÷ B) X C) - D) +

104. What should replace the box in the number sentence $1\frac{4}{9} + \frac{3}{\square} = 1\frac{7}{9}$?

A) 3 B) 7 [✓ C)] 9 D) 13

BASELINE OBJECTIVE 27: WRITE A NUMBER SENTENCE FOR A STATED PROBLEM USING PARENTHESES AND OBSERVING ORDER OF OPERATIONS.

105. If you wanted to multiply 6 by 8 and then add 2, which number sentence would give you the correct answer?

A) 8 X (6 + 2)
B) (8 X 6) + (8 X 2)
C) 6 X (8 + 2)
[✓ D)] (6 X 8) + 2

106. If you wanted to divide 15 by 3 and then add 4, which number sentence would give you the correct answer?

[✓ A)] (15 ÷ 3) + 4
B) 15 ÷ (3 + 4)
C) (15 ÷ 3) + (15 ÷ 4)
D) 3 ÷ (15 + 4)

107. If you wanted to subtract 5 from 9 and then multiply by 7, which number sentence would give you the correct answer?

A) 9 - (5 X 7)
[✓ B)] (9 - 5) X 7
C) (9 - 5) X (9 - 7)
D) (9 X 7) - 5

108. If you wanted to add 6 to 12 and then divide by 3, which number sentence would give you the correct answer?

A) 6 + (12 ÷ 3)
B) 12 + (6 ÷ 3)
[✓ C)] (6 + 12) ÷ 3
D) (6 + 12) + (6 ÷ 3) + (12 ÷ 3)

BASELINE OBJECTIVE 28: ESTIMATE PRODUCTS AND QUOTIENTS.

109. Which of the following would give the best estimate of 490 X 195?

[✓ A) 200 X 500] B) 200 X 400 C) 100 X 500 D) 100 X 400

110. Which of the following would give the best estimate of 2.12 X 8.39?

A) 3 X 8.5 B) 3 X 9 [✓ C) 2 X 8.5] D) 2 X 8

111. Which of the following would give the best estimate of 592 ÷ 81?

A) 500 ÷ 100 [✓ B) 600 ÷ 100] C) 600 ÷ 50 D) 500 ÷ 50

112. Which of the following is closest in value to 8,892 ÷ 100?

A) 900 B) 800 [✓ C) 90] D) 80

BASELINE OBJECTIVE 29: USE MULTIPLICATION AND/OR DIVISION TO SOLVE WORD AND/OR CURRENCY PROBLEMS (SINGLE STEP OR MULTI-STEP).

113. A man worked 24 days at $9 a day. How much did he earn?

A) $226 [✓ B) $216] C) $206 D) $186

114. Mike paid $1.32 for grapes that cost 99¢ per pound. How much did the grapes weigh?

[✓ A) $1\frac{1}{3}$ lbs.] B) $1\frac{1}{2}$ lbs. C) $1\frac{2}{3}$ lbs. D) 2 lbs.

115. Don runs 2 miles in 15 minutes. How many miles does he run in 3 hours?

A) 6 [✓ B) 24] C) 30 D) 45

116. An airplane flew 2,730 miles in 6 hours. How many miles did it fly in one hour?

A) 495 B) 475 C) 465 [✓ D) 455]

BASELINE OBJECTIVE 30: CLASSIFY NUMBERS LESS THAN 100 AS PRIME/COMPOSITE AND DETERMINE THEIR FACTORS.

117. Which of the following is a prime number?

A) 9   B) 27   [✓ C) 29]   D) 33

118. Which of the following is a composite number?

A) 19   [✓ B) 15]   C) 7   D) 2

119. What are the prime factors of 90?

A) 2, 3, 6   [✓ B) 2, 3, 5]   C) 3, 5, 15   D) 2, 5, 23

120. What are the prime factors of 34?

A) 3, 4   [✓ B) 2, 17]   C) 3, 19   D) 2, 3, 5

BASELINE OBJECTIVE 31: IDENTIFY THE FACTORS AND THE GREATEST COMMON FACTOR OF A SET OF WHOLE NUMBERS.

121. In which set below are both members factors of 28?

A) 6, 7   B) 2, 9   C) 4, 8   [✓ D) 2, 7]

122. In which set below are both members factors of 15?

[✓ A) 3, 5]   B) 5, 9   C) 5, 10   D) 3, 12

123. The greatest common factor of 21 and 35 is:

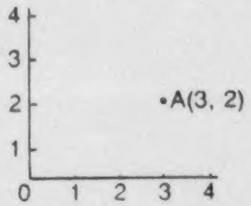
[✓ A) 7]   B) 5   C) 3   D) 2

124. The greatest common factor of 16 and 24 is:

A) 2   B) 4   C) 6   [✓ D) 8]

BASELINE OBJECTIVE 32: LOCATE POINTS AND COORDINATES OF POINTS ON A NUMBER LINE.

Directions: Use the figure below to answer questions 125 and 126.



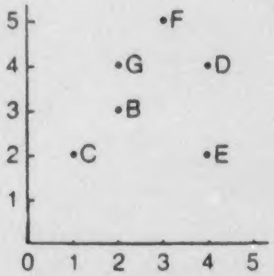
125. How far to the right of the vertical number line is point A?

A) two units [✓ B)] three units C) five units D) six units

126. How far up from the horizontal number line is point A.

A) six units B) five units C) three units [✓ D)] two units

Directions: Use the figure below to answer questions 127 and 128.



127. What are the coordinates of point B?

A) (2, 2) [✓ B)] (2, 3) C) (3, 2) D) (1, 2)

128. What are the coordinates of point E?

A) (1, 2) [✓ B)] (4, 2) C) (2, 3) D) (4, 4)

(P/R) - BASELINE OBJECTIVE 33: RENAME A FRACTION IN SIMPLEST FORM THROUGH 20THS.

129. Which fraction below is the simplest form of $\frac{10}{14}$?

A) $\frac{2}{7}$ B) $\frac{4}{7}$ [✓ C)] $\frac{5}{7}$ D) $\frac{6}{7}$

130. Which fraction below is the simplest form of $\frac{12}{18}$?

A) $\frac{3}{4}$ [✓ B)] $\frac{2}{3}$ C) $\frac{5}{9}$ D) $\frac{1}{2}$

131. Which fraction below is the simplest form of $\frac{6}{8}$?

[✓ A)] $\frac{3}{4}$ B) $\frac{2}{3}$ C) $\frac{3}{5}$ D) $\frac{1}{2}$

132. Which fraction below is the simplest form of $\frac{3}{15}$?

A) $\frac{1}{3}$ B) $\frac{2}{7}$ C) $\frac{1}{4}$ [✓ D)] $\frac{1}{5}$

BASELINE OBJECTIVE 34: ORDER AND COMPARE FRACTIONS AND MIXED NUMBERS.

133. Which of the following numerals represents the greatest value?

A) $\frac{9}{6}$ B) $1\frac{2}{3}$ [✓ C)] $\frac{14}{8}$ D) $1\frac{2}{5}$

134. Which of the following numerals represents the smallest value?

[✓ A)] $\frac{4}{7}$ B) $\frac{2}{3}$ C) $\frac{7}{9}$ D) $\frac{3}{5}$

135. Which number sentence below is false?

A) $\frac{3}{4} > \frac{2}{3}$ B) $\frac{3}{6} = \frac{5}{10}$ C) $\frac{1}{2} < \frac{3}{5}$ [✓ D)] $\frac{1}{9} > \frac{1}{8}$

136. Which number sentence below is true?

A) $\frac{1}{4} > \frac{1}{3}$ [✓ B)] $\frac{1}{6} > \frac{1}{7}$ C) $\frac{2}{3} = \frac{9}{12}$ D) $\frac{2}{5} < \frac{3}{10}$

BASELINE OBJECTIVE 35: FIND THE FRACTIONS EQUIVALENT TO A GIVEN FRACTION $\frac{3}{4}, \frac{6}{8}, \frac{9}{12}, \ldots$ AND SOLVE RELATED PROBLEMS.

137. Which group of fractions is equivalent to $\frac{3}{4}$?

A) $\frac{12}{16}, \frac{6}{9}, \frac{10}{12}, \frac{12}{14}$

B) $\frac{9}{12}, \frac{4}{6}, \frac{18}{24}, \frac{12}{15}$

[✓ C)] $\frac{9}{12}, \frac{15}{20}, \frac{6}{8}, \frac{18}{24}$

D) $\frac{6}{8}, \frac{14}{16}, \frac{15}{20}, \frac{25}{30}$

138. Which group of fractions is equivalent to $\frac{2}{9}$?

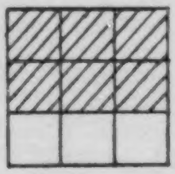
A) $\frac{4}{16}, \frac{12}{54}, \frac{10}{45}, \frac{18}{27}$

B) $\frac{3}{12}, \frac{4}{18}, \frac{4}{20}, \frac{4}{24}$

[✓ C)] $\frac{4}{18}, \frac{10}{45}, \frac{12}{54}, \frac{6}{27}$

D) $\frac{5}{20}, \frac{6}{27}, \frac{4}{18}, \frac{9}{36}$

139. The figure below shows which of the following?



A) $\frac{3}{6} = \frac{2}{3}$ [✓ B)] $\frac{6}{9} = \frac{2}{3}$ C) $\frac{3}{4} = \frac{6}{9}$ D) $\frac{6}{9} = \frac{3}{9}$

140. Which of these is a way to find a fraction equivalent to $\frac{7}{13}$?

A) $\frac{7 + 2}{13 + 2}$ B) $\frac{7 - 2}{13 - 2}$ C) $\frac{7 + 1}{13 + 1}$ [✓ D)] $\frac{7 \times 2}{13 \times 2}$

BASELINE OBJECTIVE 36: ADD AND SUBTRACT FRACTIONS AND MIXED NUMBERS WITH LIKE AND UNLIKE DENOMINATORS AND SIMPLIFY.

141. $1\frac{4}{17} + \frac{13}{17} + 3\frac{15}{17} =$

A) $6\frac{14}{17}$ B) $6\frac{8}{17}$ C) 6 [✓ D)] $5\frac{15}{17}$

142. $1\frac{6}{8} - \frac{3}{4} =$

[✓ A)] 1 B) $1\frac{1}{8}$ C) $1\frac{1}{4}$ D) $1\frac{3}{4}$

143.

$$\begin{array}{r} 3\frac{14}{16} \\ \underline{+\ 4\frac{3}{4}} \end{array}$$

A) $8\frac{1}{8}$ B) $8\frac{1}{4}$ [✓ C)] $8\frac{5}{8}$ D) $9\frac{1}{4}$

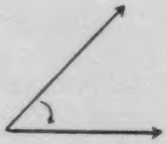
144.

$$\begin{array}{r} 6\frac{5}{6} \\ \underline{-\ 1\frac{1}{6}} \end{array}$$

A) 7 B) 6 C) $5\frac{3}{4}$ [✓ D)] $5\frac{2}{3}$

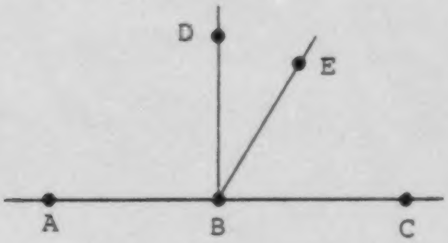
BASELINE OBJECTIVE 37: MEASURE AND CLASSIFY ANGLES AND TRIANGLES (RIGHT, ACUTE, OBTUSE) BY DEGREE MEASURE.

145. The angle shown is a(n) ________ angle.



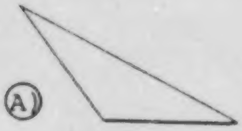
A) right B) obtuse [✓ C)] acute D) straight

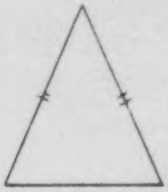
146. In the figure below, which angle has a measure of about 60°?

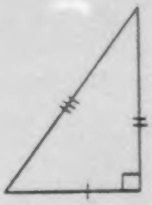


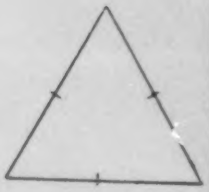
A) ∠DBE B) ∠EBA C) ∠DBC [✓ D)] ∠EBC

147. Which of the following is an obtuse triangle?

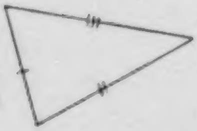
[✓ A)]


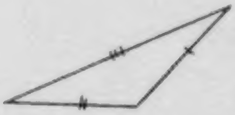
B)


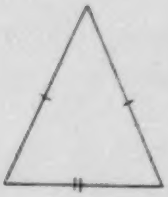
C)


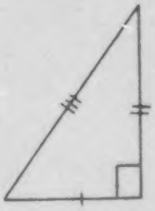
D)


148. Which of the following is a right triangle?

A)


B)


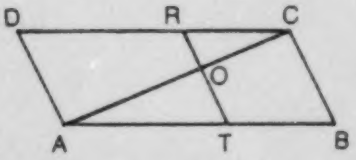
C)


[✓ D)]


BASELINE OBJECTIVE 38: DESCRIBE PARALLELOGRAMS AND TRIANGLES. (SEE LIST BELOW.)

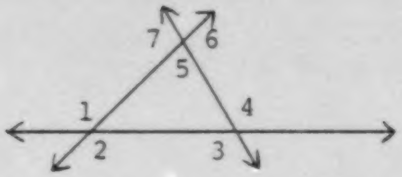
SIDES - PARALLEL, OPPOSITE, ADJACENT
ANGLES - VERTICES, ADJACENT, OPPOSITE, INTERIOR, SUM
PARALLELOGRAMS - RECTANGLE, SQUARE, RHOMBUS, DIAGONALS
TRIANGLES - CONGRUENT, SIMILAR

149. In the parallelogram ABCD, which side is opposite side $\overline{AB}$?



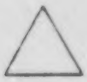
A) $\overline{AD}$ B) $\overline{AC}$ [✓ C)] $\overline{DC}$ D) $\overline{RT}$

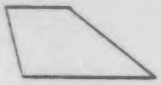
150. In the figure below, which angle is an interior angle?

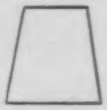


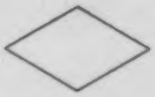
A) 3 B) 4 [✓ C)] 5 D) 7

151. Which of the following is a rhombus?

A) 

B) 

C) 

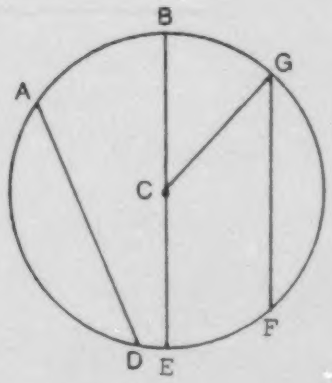
[✓ D)] 

152. Two triangles are _________ if they have the same shape.

A) adjacent [✓ B)] similar C) opposite D) congruent

BASELINE OBJECTIVE 39: IDENTIFY PARTS OF A CIRCLE (CHORD, RADIUS, DIAMETER, ARC).

Directions: Use the circle below to answer questions 153 through 156.



153. ________ is an arc.

A) $\overset{\frown}{DC}$ B) $\overset{\frown}{CE}$ C) $\overset{\frown}{BC}$ [✓ D)] $\overset{\frown}{FG}$

154. ________ is a chord.

A) $\overline{CE}$ B) $\overline{CG}$ C) $\overline{CB}$ [✓ D)] $\overline{AD}$

155. ________ is a diameter.

A) $\overline{BC}$ B) $\overline{CE}$ [✓ C)] $\overline{BE}$ D) $\overline{AD}$

156. ________ is a radius.

[✓ A)] $\overline{CG}$ B) $\overline{AD}$ C) $\overline{DE}$ D) $\overline{GF}$

(P/R) - BASELINE OBJECTIVE 40: MULTIPLY FRACTIONS WITH NUMERATORS AND DENOMINATORS LESS THAN 10 AND EXPRESS IN SIMPLEST FORM.

157. $\frac{1}{4} \times \frac{4}{5} =$

A) $\frac{3}{20}$ [✓ B)] $\frac{1}{5}$ C) $\frac{1}{4}$ D) $\frac{5}{9}$

158. $\frac{3}{7} \times \frac{1}{2} =$

[✓ A)] $\frac{3}{14}$ B) $\frac{2}{9}$ C) $\frac{2}{5}$ D) $\frac{4}{9}$

159. $\frac{3}{4} \times \frac{5}{6} =$

A) $\frac{4}{5}$ [✓ B)] $\frac{5}{8}$ C) $\frac{1}{3}$ D) $\frac{1}{5}$

160. $\frac{5}{7} \times \frac{5}{8} =$

A) $\frac{3}{4}$ B) $\frac{2}{3}$ [✓ C)] $\frac{25}{56}$ D) $\frac{5}{28}$

BASELINE OBJECTIVE 41: DIVIDE AND MULTIPLY FRACTIONS AND/OR WHOLE NUMBERS BY FRACTIONS WITH NUMERATORS AND DENOMINATORS LESS THAN 10 AND VICE VERSA. (EXPRESS ANSWERS IN SIMPLEST FORM.)

161. $9 \times \frac{1}{3} =$

A) $\frac{28}{3}$ B) $\frac{13}{3}$ [✓ C)] 3   D) $\frac{8}{3}$

162. $\frac{5}{7} \times \frac{1}{5} =$

[✓ A)] $\frac{1}{7}$ B) $\frac{1}{6}$ C) $\frac{1}{5}$ D) $\frac{1}{4}$

163. $6\frac{3}{4} \times \frac{5}{6} =$

A) $4\frac{8}{10}$ [✓ B)] $5\frac{5}{8}$ C) $6\frac{15}{24}$ D) $7\frac{7}{12}$

164. $\frac{6}{7} \div \frac{2}{3} =$

A) $1\frac{4}{7}$ [✓ B)] $1\frac{2}{7}$ C) $\frac{4}{7}$ D) $\frac{2}{7}$

(P/R) - BASELINE OBJECTIVE 42: SOLVE WORD PROBLEMS USING THE 4 BASIC OPERATIONS (+, -, X, ÷) WITH WHOLE NUMBERS; AND SOLVE WORD PROBLEMS USING ADDITION AND SUBTRACTION WITH DECIMALS.

165. How many groups of 25 can be formed from 684 people?

A) 26 groups
B) 26 groups with 1 person left over
[✓ C)] 27 groups with 9 people left over
D) 28 groups with 11 people left over

166. Mr. Wright travels 64 miles each day. How many miles does he travel in 365 days?

[✓ A)] 23,360   B) 22,560   C) 22,460   D) 22,360

167. There were 43.268 inches of water in one tube, and 12.957 inches of water is another tube. How many inches of water were in both tubes?

A) 55.115 B) 55.225 [✓ C)] 56.225 D) 57.115

168. The distance from Allentown to Newark is 64.3 miles, and the distance from Pittsburgh to Wheeling is 41.413 miles. How much farther is it from Allentown to Newark than from Pittsburgh to Wheeling?

A) 22.187 miles
[✓ B)] 22.887 miles
C) 23.113 miles
D) 23.997 miles

BASELINE OBJECTIVE 43: FIND THE AVERAGE (MEAN) OF NUMBERS LESS THAN 10,000 AND SOLVE RELATED PROBLEMS.

169. What is the average of these numbers? (75; 34; 51; 49; 76)

A) 285 B) 68 [✓ C)] 57 D) 53

170. Which set of numbers has an average of 121?

A) 56; 98; 208; 128; 120
C) 87; 164; 121; 116
B) 90; 150; 135; 105
[✓ D)] 68; 93; 102; 140; 202

171. What is the average of these numbers? (61; 54; 20; 94; 81; 57; 74)

[✓ A)] 63 B) 68 C) 421 D) 441

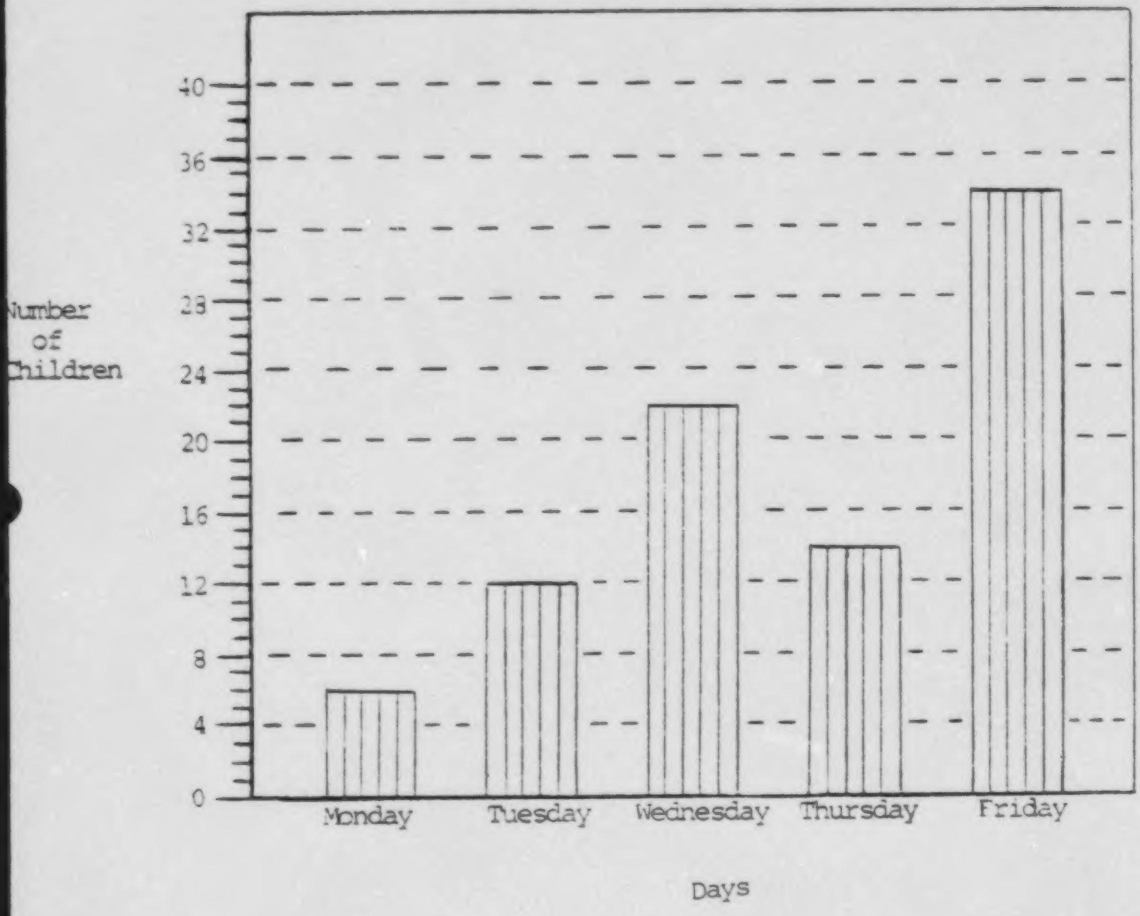
172. Which set of numbers has an average of 138?

[✓ A)] 136; 28; 254; 169; 103
C) 121; 36; 252; 86; 180
B) 126; 138; 142; 142
D) 108; 154; 21; 265

(P/R) - BASELINE OBJECTIVE 44: READ AND INTERPRET PICTURE, LINE, AND BAR GRAPHS AND/OR TABLES.

Directions: Use the graphs below to answer the following questions.

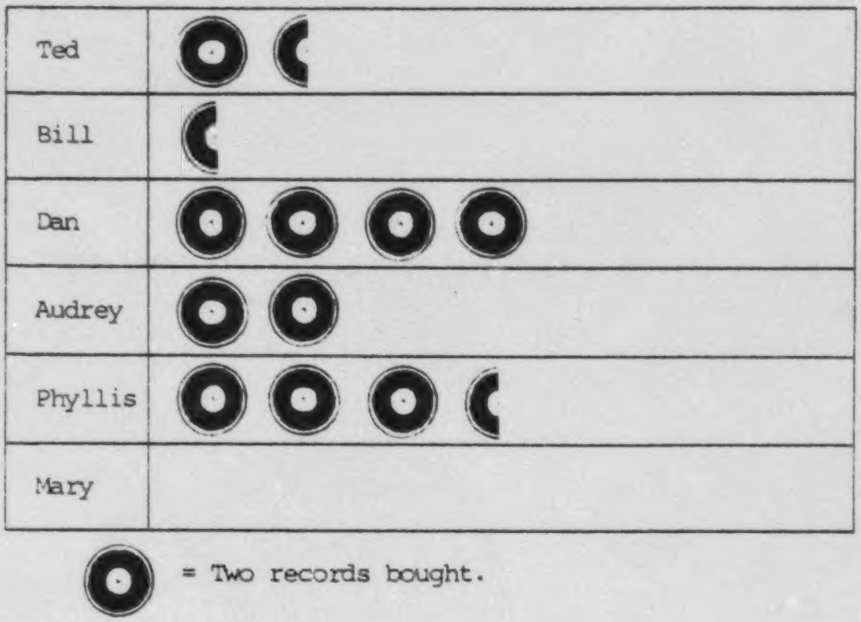
Number of Children Who Visited the Park on Five Days



173. How many more children visited the park on Wednesday than on Thursday?

A) 6 [✓ B)] 8 C) 10 D) 12

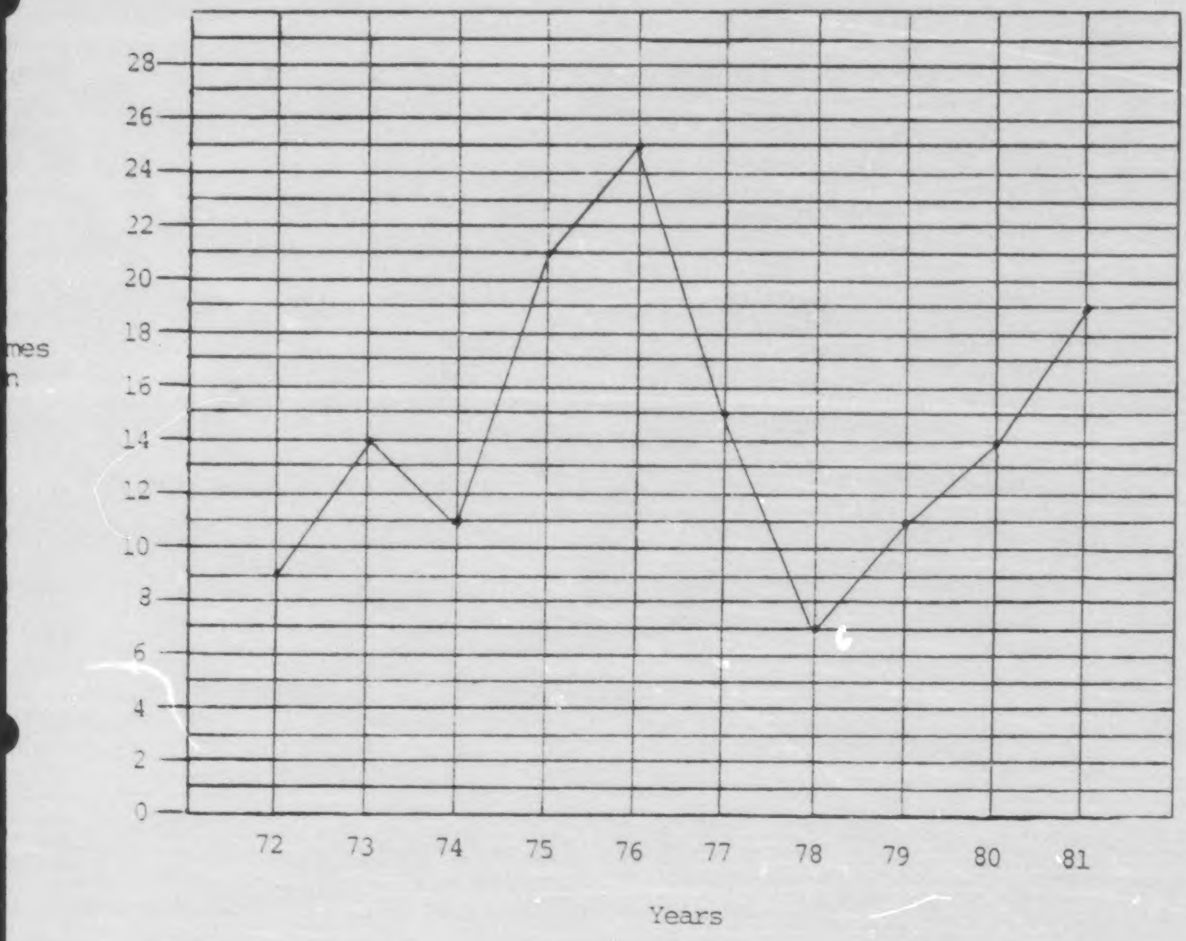
Records Bought by Six Children



174. Who bought the most records?

A) Bill B) Ted C) Phyllis [✓ D)] Dan

Games Won by the Kings Over the Last Ten Years



175. How many games did the Kings win in 1979, 1980, and 1981?

[✓ A)] 44 B) 34 C) 33 D) 30

Directions: Use the table below to answer the following question.

Price of One Pound of Fruit in Four Stores

Fruit	Stores			
	Tom's	Ed's	Bill's	Sam's
Apples	\$3.24	\$2.57	\$3.05	\$2.69
Peaches	\$2.25	\$2.30	\$2.17	\$2.08
Cherries	\$4.68	\$2.55	\$1.84	\$3.56
Bananas	\$1.68	\$.17	\$.25	\$.32

176. In what store does one pound of bananas cost the most?

A) Sam's B) Bill's C) Ed's [✓ D)] Tom's

BASELINE OBJECTIVE 45: COMPUTE MEASURES USING CUSTOMARY AND METRIC MEASURES, SIMPLIFY AND SOLVE RELATED PROBLEMS.

177. The tail on Al's. Kite was 4 feet 3 inches long. It would not fly so he took off 2 feet 5 inches. How much tail does his kite now have?

A) 1 foot 8 inches C) 2 feet 2 inches

[✓ B)] 1 foot 10 inches D) 6 feet 8 inches

178. One box of Uncle Joe's Rice weighs 500 grams. How much would a case of 24 boxes weigh? (1,000 grams = 1 kilogram)

[✓ A)] 12 kilograms C) 476 grams

B) 120 kilograms D) 524 grams

179. Juanita is going by car from Dallas to Laredo by way of San Antonio. It is 446 kilometers from Dallas to San Antonio and 247 kilometers from San Antonio to Laredo. How far does Juanita travel by going this route?

A) 139 kilometers
C) 683 kilometers
B) 201 kilometers
[✓ D)] 693 kilometers

180. Nine ounces of plastic cost \$78.75. How much would one ounce cost?

A) \$708.75
[✓ C)] \$8.75
B) \$632.35
D) \$0.87

BASELINE OBJECTIVE 46: EXPRESS FRACTIONS (DENOMINATORS OF 2, 4, 5, 10, 20, AND 100) AS DECIMALS OR PERCENTS AND VICE VERSA.

181. Which of the following equals $\frac{3}{4}$?

A) 7.5% [✓ B)] 75% C) 75.5% D) 750%

182. Which of the following equals $\frac{3}{10}$?

A) 300% [✓ B)] 30% C) 3% D) .3%

183. Which of the following equals .6?

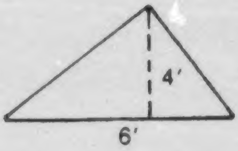
[✓ A)] $\frac{3}{5}$ B) $\frac{2}{5}$ C) $\frac{16}{100}$ D) $\frac{6}{100}$

184. Which of the following equals 15%?

A) $\frac{5}{100}$ [✓ B)] $\frac{3}{20}$ C) $\frac{5}{20}$ D) $\frac{30}{100}$

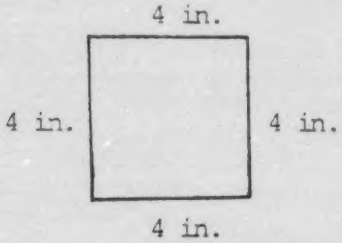
BASELINE OBJECTIVE 47: COMPUTE AREAS OF TRIANGLES, SQUARES, RECTANGLES, PARALLELOGRAMS AND TRAPEZOIDS IN SOLVING PROBLEMS.

185. Find the area of the triangle.



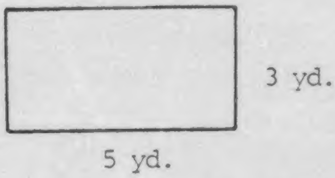
A) 10 sq. ft. [✓ B) 12 sq. ft.] C) 14 sq. ft. D) 24 sq. ft.

186. Find the area of the square.



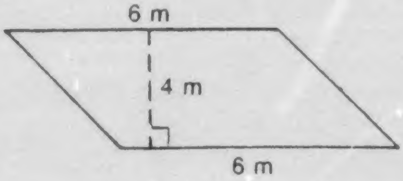
A) 64 sq. in. B) 24 sq. in. [✓ C) 16 sq. in.] D) 8 sq. in.

187. Find the area of the rectangle.



A) 60 sq. yd. B) 30 sq. yd. C) 16 sq. yd. [✓ D) 15 sq. yd.]

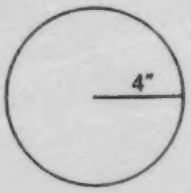
188. Find the area of the parallelogram.



A) 10 sq. m B) 12 sq. m [✓ C) 24 sq. m] D) 36 sq. m

BASELINE OBJECTIVE 48: DETERMINE THE CIRCUMFERENCE AND AREA OF A CIRCLE.

Directions: Use the figure below to answer questions 189 and 190. Use 3.14 for π. Circumference = π X d = π X 2 X r. Area = π X r X r.



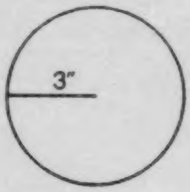
189. What is the circumference of the circle?

A) 6.28 in. B) 8 in. C) 12.56 in. [✓ D)] 25.12 in.

190. What is the area of the circle?

[✓ A)] 50.24 sq. in.
B) 25.12 sq. in.
C) 12.56 sq. in.
D) 11.14 sq. in.

Directions: Use the figure below to answer questions 191 and 192. Use 3.14 for π. Circumference = π X d = π X 2 X r. Area = π X r X r.



191. What is the circumference of the circle?

A) 28.26 in. [✓ B)] 18.84 in. C) 9.42 in. D) 6.28 in.

192. What is the area of the circle?

A) 9.14 sq. in.
B) 9.42 sq. in.
[✓ C)] 28.26 sq. in.
D) 84.78 sq. in.

BASELINE OBJECTIVE 49: SOLVE MONEY WORD PROBLEMS INCLUDING COST COMPARISON TO DETERMINE THE BEST BUY.

193. Which of the following bars of soap costs the least per bar?

A) 1 bar for $.40
B) 2 bars for $.76
C) 3 bars for $1.08
[✓ D)] 4 bars for $1.40

194. Which of the following cans of orange juice costs the least per can?

A) 6 cans for $6.30
[✓ B)] 5 cans for $4.75
C) 4 cans for $4.00
D) 1 can for $.97

195. Tom went to the store with $25.00. He bought a belt for $9.95 and a hat for $12.25. How much money did he have left?

[✓ A)] $2.80　B) $2.90　C) $22.20　D) $22.30

196. Debbie works in a bakery for 15 hours each week. She earns $3.75 each hour. How much money does she earn in a week?

[✓ A)] $56.25　B) $55.25　C) $46.25　D) $45.25

BASELINE OBJECTIVE 50: EXPLORE OTHER NUMERATION SYSTEMS AND COMPARE THEM TO THE DECIMAL NUMERATION SYSTEM (ROMAN, EGYPTIAN, OTHER BASES).

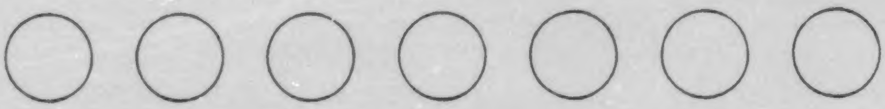
197. Find the numeral for the Roman numeral XXIV.

A) 14　B) 16　[✓ C)] 24　D) 26

198. Find the numeral for the Egyptian numeral ∩|||||||.

A) 8　[✓ B)] 17　C) 27　D) 57

199. How many circles are shown below if counting in base 5?



A) 35_{five} [✓ B) 12_{five}] C) 11_{five} D) 7_{five}

200. What numeral does the base 2 number 1101 represent?

A) 3 B) 5 C) 12 [✓ D) 13]

ASSESSMENT OF BASELINE CURRICULUM

ASSESSMENT OF BASELINE CURRICULUM

MATHEMATICS

LEVEL 6

STUDENT'S BOOKLET

dallas independent school district

TM 830 426 (5 of 6)

ABC MATHEMATICS TESTS
LEVEL 6
STUDENT'S BOOKLET

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ABC MATHEMATICS TESTS
LEVEL 6

Use a pencil to shade in the correct answer space on the answer sheet. Be sure you mark heavily. DO NOT MARK IN THIS BOOKLET.

BASELINE OBJECTIVE 1: INTERPRET THE PLACE VALUE OF WHOLE NUMBERS (8 DIGITS OR FEWER).

1. How would moving the 1 in 64,209,351 from the first place to the third place change the value of the 1?

   A) It would be $\frac{1}{10}$ as great.
   B) It would be 100 times as great.
   C) It would be 1,000 times as great.
   D) It would not change the value.

2. How would moving the 6 in 64,209,351 from the eighth place to the seventh place change the value of the 6?

   A) It would be $\frac{1}{10}$ as great.
   B) It would be 10 times as great.
   C) It would be 100 times as great.
   D) It would not change the value.

3. What does the digit 3 represent in the number 67,109,324?

   A) 3 B) 300 C) 3,000 D) 300,000

4. What does the digit 8 represent in the number 17,638,025?

   A) 8,000 B) 800 C) 80 D) 8

BASELINE OBJECTIVE 2: READ AND WRITE NUMBERS (8 DIGITS OR FEWER) IN WORDS AND NUMERAL FORM.

5. What is another name for twenty-six million, nine hundred ten thousand, forty-one?

   A) 2,691,041 B) 26,900,141 C) 26,901,041 D) 26,910,041

6. What is another name for six hundred eighty-eight thousand, five hundred seventy-five?

A) 6,088,575 B) 688,575 C) 680,575 D) 608,575

7. Which word name is the same as 10,974?

- A) one hundred thousand, nine hundred seventy-four
- B) eleven thousand, nine hundred seventy-four
- C) ten thousand, nine hundred seventy-four
- D) one thousand, nine hundred seventy-four

8. Which word name is the same as 6,240,408?

- A) sixty-two million, two hundred forty thousand, four hundred eight
- B) six million, two hundred forty thousand, four hundred eight
- C) six million, twenty four thousand, four hundred eight
- D) six hundred twenty four thousand, four hundred eight

BASELINE OBJECTIVE 3: WRITE THE POWERS OF 10 IN EXPONENTIAL FORM AND VICE VERSA.

9. Which of the following is another name for 10^5?

- A) 10 + 10 + 10 + 10 + 10
- B) 10,000
- C) 100,000
- D) 1,000,000

10. Which of the following is another name for 10^3?

- A) 10 + 10 + 10
- B) 100
- C) 10 X 10 X 10
- D) 10,000

11. Which of the following is another name for 10?

A) .01 B) .1 C) 10^0 D) 10^1

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12. Which of the following is another name for 10,000?

A) 10^2 B) 10^3 C) 10^4 D) 10^5

BASELINE OBJECTIVE 4: WRITE THE NUMBER IN STANDARD FORM WHEN THE EXPANDED FORM (INCLUDING POWERS OF TEN) IS GIVEN AND VICE VERSA (8 DIGITS OR FEWER).

13. What should replace the ☐ in the number sentence 804,646 = 800,000 + ☐ + 600 + 40 + 6?

A) 4,000 B) 400 C) 40 D) 4

14. What should replace the ☐ in the number sentence 58,061 = 50,000 + 8,000 + ☐ + 1?

A) 6 B) 60 C) 600 D) 6,000

15. What is another name for 35,608,001?

A) 30,000,000 + 5,000,000 + 60,000 + 800 + 1
B) 30,000,000 + 5,000,000 + 60,000 + 8,000 + 1
C) 30,000,000 + 5,000,000 + 600,000 + 8,000 + 1
D) 30,000,000 + 5,000,000 + 600,000 + 80,000 + 1

16. What is the standard numeral for 7,000,000 + 60,000 + 60 + 1?

A) 7,600,601 B) 7,600,061 C) 7,060,061 D) 7,006,601

BASELINE OBJECTIVE 5: ORDER AND COMPARE WHOLE NUMBERS LESS THAN 1 MILLION USING GREATER THAN (>), LESS THAN (<), OR EQUAL TO (=) AND SOLVE RELATED PROBLEMS.

17. What symbol will make the following number sentence true?

1,643,291 ☐ 1,643,291

A) > B) < C) =

18. What whole number will make both ☐ X 9 > 27 and 7 X ☐ < 30 true statements?

A) 4 B) 3 C) 2 D) 1

19. Which of the numbers below will make both 6 X ☐ > 48 and

☐ X 5 < 48 true number sentences?

A) 6 B) 8 C) 9 D) 10

20. Which of the following is true about the number sentence

90 X ☐ = 344?

A) ☐ is less than 3

B) ☐ is less than 4

C) ☐ is equal to 4

D) ☐ is greater than 4

BASELINE OBJECTIVE 6: ROUND NUMBERS LESS THAN 1,000,000 TO THE NEAREST TEN, HUNDRED, THOUSAND, TEN-THOUSAND, AND/OR HUNDRED-THOUSAND, AND ESTIMATE SUMS AND DIFFERENCES.

21. Round 364,298 to the nearest hundred-thousand.

A) 400,000 B) 370,000 C) 360,000 D) 300,000

22. Round 71,984 to the nearest ten-thousand.

A) 70,000 B) 71,000 C) 72,000 D) 80,000

23. Round each addend to the nearest hundred and estimate the sum.

$$\begin{array}{r} 267 \\ +741 \\ \hline \end{array}$$

A) 900 B) 1,000 C) 1,008 D) 1,100

24. Round each number to the nearest ten and estimate the difference.

$$\begin{array}{r} 92 \\ \underline{-26} \end{array}$$

A) 120 B) 80 C) 70 D) 60

BASELINE OBJECTIVE 7: READ AND INTERPRET THE PLACE VALUE OF DECIMALS TO TEN-THOUSANDTHS (WORD AND/OR NUMERAL FORM).

25. How should you read 393.6054?

A) 393 and 6,054 millionths
B) 393 and 6,054 hundred-thousandths
C) 393 and 6,054 ten-thousandths
D) 393 and 6,054 thousandths

26. What is another name for six hundred twenty-seven and thirty-three thousandths?

A) 627.033 B) 627.33 C) 62,733 D) 627,033

27. What number has the digit 7 in the hundredths' place?

A) 723.1894 B) 146.3475 C) 263.1798 D) 871.3465

28. In what place is the digit 3 in the number 24.367?

A) tens' place
B) ones' place
C) tenths' place
D) hundredths' place

BASELINE OBJECTIVE 8: COMPARE DECIMALS TO TEN-THOUSANDTHS.

29. Which numeral represents the largest value?

A) 64.06 B) 64.6 C) 64.062 D) 64.601

30. Which numeral represents the largest value?

A) 24.011 B) 24.001 C) 24.11 D) 241.0

31. Which numeral represents the smallest value?

A) 56.059 B) 56.59 C) 56.509 D) 56.0059

32. Which numeral represents the smallest value?

A) 73.0121 B) 73.1201 C) 73.012 D) 73.0012

BASELINE OBJECTIVE 9: APPLY THE CONCEPTS OF ROUNDING DECIMALS TO THE NEAREST TENTH, HUNDREDTH, AND/OR THOUSANDTH IN SOLVING PROBLEMS.

33. Round 74.747 to the nearest tenth.

A) 74.7 B) 74.6 C) 74 D) 70

34. Round 8.7945 to the nearest hundredth.

A) 8.80 B) 8.795 C) 8.794 D) 8.79

35. The numeral 16.058 was rounded to 16.1. To what place was it rounded?

A) ones' B) tenths' C) hundredths' D) thousandths'

36. The numeral 9.0623 was rounded to 9.06. To what place was it rounded?

A) tens' B) ones' C) tenths' D) hundredths'

(P/R) - BASELINE OBJECTIVE 10: IDENTIFY PLACE VALUE AND TOTAL VALUE OF ANY DIGIT IN A 6-DIGIT NUMBER WITH AND WITHOUT 1 TO 3 DECIMAL PLACES.

37. In the number 235.071, which digit is in the hundreds' place?

A) 7 B) 3 C) 2 D) 1

38. In what place is the digit 5 in the number 84,216.5?

A) hundredths' place
B) tenths' place
C) ones' place
D) tens' place

39. What number has the digit 5 in the hundredths' place?

A) 251.079   B) 169.058   C) 528.167   D) 482.735

40. What is the total value of the 5 in the number 576,432?

A) 5
B) 500
C) 50,000
D) 500,000

(P/R) - BASELINE OBJECTIVE 11: ADD WHOLE NUMBERS (4 DIGITS OR FEWER) WITH REGROUPING (3 TO 5 ADDENDS).

41.
```
 6,346
   776
+   22
```

A) 7,234   B) 7,144   C) 7,044   D) 7,034

42. 9,910 + 7 + 124 + 846 + 74 =

A) 9,941   B) 9,961   C) 10,841   D) 10,961

43. 32 + 182 + 2,543 + 7,955 =

A) 11,502   B) 10,712   C) 10,512   D) 9,702

44.
```
  625
7,941
  251
+8,642
```

A) 17,459   B) 17,359   C) 16,459   D) 15,359

BASELINE OBJECTIVE 12: SOLVE OPEN SENTENCES RELATING ADDITION AND SUBTRACTION AS INVERSE OPERATIONS.

Directions: Find the numeral that goes in the boxes so that the number sentence is true.

45. If $\square + 36 = 336$, then $336 - \square = 36$

A) 36 B) 100 C) 300 D) 372

46. If $30 - \square = 24$, then $24 + \square = 30$

A) 5 B) 6 C) 7 D) 8

47. If $112 - \square = 64$, then $\square + 64 = 112$

A) 48 B) 58 C) 112 D) 176

48. If $48 + \square = 144$, then $144 - \square = 48$

A) 144 B) 134 C) 104 D) 96

(P/R) - BASELINE OBJECTIVE 13: SUBTRACT WHOLE NUMBERS (4 DIGITS OR FEWER) WITH REGROUPING.

49.
$$\begin{array}{r} 5,745 \\ -2,956 \\ \hline \end{array}$$

A) 3,899 B) 3,211 C) 2,789 D) 2,211

50.
$$\begin{array}{r} 6,002 \\ -\ \ 974 \\ \hline \end{array}$$

A) 5,028 B) 6,028 C) 6,088 D) 6,972

51.
$$\begin{array}{r} 5,301 \\ -\ \ 596 \\ \hline \end{array}$$

A) 4,605 B) 4,705 C) 4,715 D) 5,296

52. 9,364
-2,577

A) 7,897 B) 6,897 C) 6,787 D) 6,213

(P/R) - BASELINE OBJECTIVE 14: ADD AND SUBTRACT DECIMAL NUMBERS THROUGH THOUSANDTHS (5 DIGITS OR FEWER, 2 TO 3 ADDENDS).

53. 47.038
+ 6.064

A) 53.002 B) 53.102 C) 53.192 D) 54.102

54. 59.379 + 8.743 + 1.21 =

A) 58.222 B) 59.322 C) 69.332 D) 70.222

55. 44.563
-25.677

A) 11.916 B) 18.816 C) 18.886 D) 21.114

56. 58.04
- 6.70

A) 53.34 B) 52.74 C) 52.24 D) 51.34

BASELINE OBJECTIVE 15: USE OPERATIONS OF ADDITION AND/OR SUBTRACTION TO SOLVE WORD AND/OR CURRENCY PROBLEMS.

57. A dealer bought a radio for $80 and sold it for $125. How much money did he make?

A) $35 B) $40 C) $45 D) $205

58. Tom's father gave him $36.48, and his mother gave him $17.98. How much money was he given by his parents?

A) $63.36 B) $54.46 C) $44.36 D) $43.46

59. Tom spent $22.18 to buy his newspapers. He sold the newspapers for $33.27. How much did he make?

A) $55.45 B) $55.35 C) $11.19 D) $11.09

60. Ann spent $22.75 for a hat and $39.66 for a dress. How much money did she spend in all?

A) $62.41 B) $61.31 C) $52.41 D) $51.31

BASELINE OBJECTIVE 16: USE THE COMMUTATIVE (ORDER) AND ASSOCIATIVE (GROUPING) PROPERTIES OF ADDITION/MULTIPLICATION, AND THE DISTRIBUTIVE PROPERTY OF MULTIPLICATION OVER ADDITION TO SOLVE PROBLEMS.

Directions: Find the numeral that should replace the box in each number sentence below.

61. 17 X ☐ = 19 X 17

A) 17 B) 18 C) 19 D) 36

62. (23 + 19) + 37 = ☐ + (19 + 37)

A) 19 B) 23 C) 37 D) 42

63. 3 X (9 + 2) = 3 X 9 + 3 X ☐

A) 2 B) 3 C) 5 D) 9

64. (2 X 9) + (2 X 5) = 2 X (9 + ☐)

A) 9 B) 5 C) 4 D) 2

(P/R) - BASELINE OBJECTIVE 17: MULTIPLY A WHOLE NUMBER LESS THAN 1,000 BY A WHOLE NUMBER LESS THAN 100.

65. $\begin{array}{r} 563 \\ \underline{\times\ 74} \end{array}$

A) 42,662 B) 41,662 C) 32,662 D) 31,662

66. 604
X 8

A) 4,832 B) 4,864 C) 4,932 D) 4,964

67. 314
X 26

A) 8,164 B) 8,064 C) 7,164 D) 7,064

68. 904
X 24

A) 1,246 B) 5,424 C) 20,696 D) 21,696

BASELINE OBJECTIVE 18: MULTIPLY DECIMALS TO THOUSANDTHS WITH AND WITHOUT REGROUPING.

69. 7.194
X .22

A) .14388 B) 1.58268 C) 14.388 D) 158.268

70. 3.14 X 1.22 =

A) .157 B) 1.0048 C) 3.7208 D) 3.8308

71. 8.17 X 2.7 =

A) 22.059 B) 21.059 C) 12.059 D) 11.059

72. 10.008
X .504

A) .090072 B) .540432 C) 5.044032 D) 50.0432

(P/R) - BASELINE OBJECTIVE 19: SELECT THE MOST APPROPRIATE UNIT OF CUSTOMARY MEASURE TO USE IN A GIVEN SITUATION OR TO MEASURE A COMMON OBJECT (INCH, FOOT, YARD, MILE, OUNCE, POUND, PINT, QUART, GALLON, DEGREES FAHRENHEIT).

73. In what units would you measure the weight of a bluejay?

A) ounces B) inches C) pints D) degrees Fahrenheit

74. In what units would you measure the length of a pole?

A) quarts B) ounces C) gallons D) feet

75. Which of the following is the largest liquid volume?

A) 4 pints B) 24 pints C) 4 quarts D) 4 gallons

76. Which of the following is the shortest distance?

A) 108 inches B) 12 feet C) 1 mile D) 2 yards

(P/R) - BASELINE OBJECTIVE 20: SELECT THE MOST APPROPRIATE UNIT OF METRIC MEASURE TO USE IN A GIVEN SITUATION OR TO MEASURE A COMMON OBJECT (MILLIMETER, CENTIMETER, METER, KILOMETER, GRAM, KILOGRAM, MILLILITER, LITER).

77. In what units would you measure the length of a carrot?

A) centimeters
B) milliters
C) kilograms
D) liters

78. In what units would you measure how much liquid is in a small perfume bottle?

A) milliliters
B) grams
C) kilograms
D) kilometers

79. Which of the following is the shortest distance?

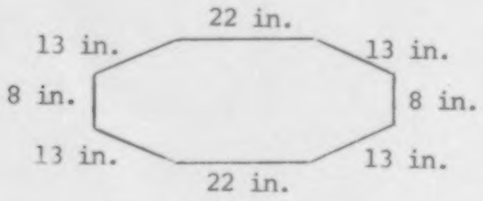
A) 2,000 millimeters
B) 100 centimeters
C) 3 meters
D) 2 kilometers

80. Which of the following is the heaviest weight?

A) 16 kilometers
B) 3 kilograms
C) 8 liters
D) 4,500 grams

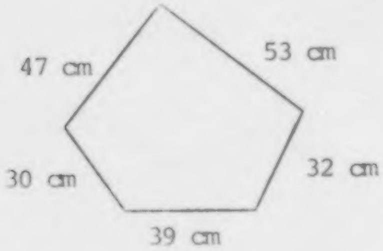
(P/R) - BASELINE OBJECTIVE 21: FIND THE PERIMETER OF GEOMETRIC FIGURES (8 OR FEWER SIDES).

81. Find the perimeter of the octagon below.



A) 126 in. B) 112 in. C) 98 in. D) 91 in.

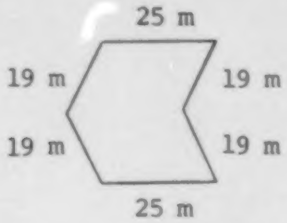
82. Find the perimeter of the pentagon below.



A) 181 cm B) 191 cm C) 201 cm D) 211 cm

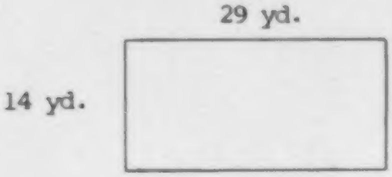
272

83. Find the perimeter of the hexagon below.



A) 86 m B) 96 m C) 116 m D) 126 m

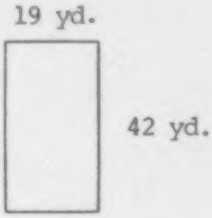
84. Find the perimeter of the rectangle below.



A) 116 yd. B) 86 yd. C) 72 yd. D) 43 yd.

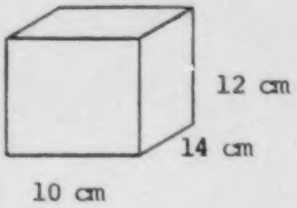
BASELINE OBJECTIVE 22: FIND THE AREA, VOLUME, AND SURFACE AREA OF RECTANGULAR GEOMETRIC FIGURES (PLANE AND SOLID).

85. Find the area of the figure below.



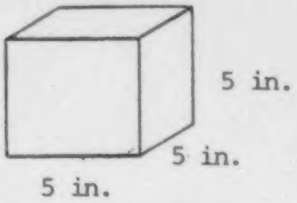
A) 817 sq. yd.
B) 798 sq. yd.
C) 361 sq. yd.
D) 122 sq. yd.

86. Find the volume of the figure below.



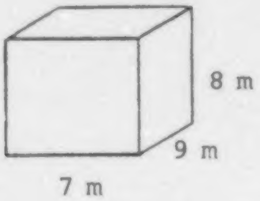
A) 120 cu. cm
B) 168 cu. cm
C) 840 cu. cm
D) 1,680 cu. cm

87. Find the surface area of the figure below.



A) 625 sq. in.
B) 150 sq. in.
C) 125 sq. in.
D) 25 sq. in.

88. Find the volume of the figure below?



A) 504 cu. m B) 72 cu. m C) 56 cu. m D) 24 cu. m

BASELINE OBJECTIVE 23: SOLVE OPEN SENTENCES RELATING MULTIPLICATION AND DIVISION AS INVERSE OPERATIONS.

Directions: Find the numeral that should replace the boxes in each of the number sentences below.

89. If $\frac{\square}{2} = 12$, then $2 \times 12 = \square$

A) 24 B) 14 C) 6 D) 2

90. If $\frac{240}{\square} = 60$, then $60 \times \square = 240$

A) 0 B) 4 C) 6 D) 40

91. If $\frac{246}{6} = \square$, then $\square \times 6 = 246$

A) 246 B) 60 C) 43 D) 41

92. If $\frac{36}{\square} + 7 = 16$, then $36 = \square \times (16 - 7)$

A) 4 B) 8 C) 9 D) 11

(P/R) - BASELINE OBJECTIVE 24: DIVIDE A WHOLE NUMBER LESS THAN 1,000 BY A WHOLE NUMBER LESS THAN 100.

93. $17\overline{)879}$

A) 51 B) 51 r. 12 C) 52 D) 52 r. 12

94. $9\overline{)918}$

A) 102 B) 100 C) 12 D) 10

95. $67\overline{)871}$

A) 12 B) 13 C) 14 D) 15

96. $11\overline{)501}$

A) 44 B) 44 r. 5 C) 45 D) 45 r. 6

BASELINE OBJECTIVE 25: DIVIDE DECIMALS THROUGH HUNDREDTHS WITH NO REMAINDER (WHOLE NUMBER DIVISORS).

97. $5\overline{)8.55}$

A) 1.71 B) .171 C) .151 D) .0171

98. $8.40 \div 7 =$

A) 120 B) 90 C) 12 D) 1.20

99. $1.6 \div 2 =$

A) 0.008 B) 0.08 C) 0.8 D) 8.0

100. $12\overline{).96}$

A) .008 B) .08 C) .8 D) 8

BASELINE OBJECTIVE 26: COMPLETE OPEN SENTENCES BY USING THE CORRECT SYMBOL OR NUMBER WITH AND WITHOUT PARENTHESES.

101. What should replace the box in the number sentence $21 + \square = 18$?

A) -3 B) -2 C) 3 D) 6

102. What should replace the boxes in the number sentence

$16 \ \square \ 3 \ \square \ 3 = 10$?

A) X B) ÷ C) + D) -

103. What operation can be used to find the value of n in the number sentence n X 9 = 72?

A) ÷
B) X
C) -
D) +

104. What should replace the box in the number sentence $1\frac{4}{9} + \frac{3}{\square} = 1\frac{7}{9}$?

A) 3
B) 7
C) 9
D) 13

BASELINE OBJECTIVE 27: WRITE A NUMBER SENTENCE FOR A STATED PROBLEM USING PARENTHESES AND OBSERVING ORDER OF OPERATIONS.

105. If you wanted to multiply 6 by 8 and then add 2, which number sentence would give you the correct answer?

A) 8 X (6 + 2)
B) (8 X 6) + (8 X 2)
C) 6 X (8 + 2)
D) (6 X 8) + 2

106. If you wanted to divide 15 by 3 and then add 4, which number sentence would give you the correct answer?

A) (15 ÷ 3) + 4
B) 15 ÷ (3 + 4)
C) (15 ÷ 3) + (15 ÷ 4)
D) 3 ÷ (15 + 4)

107. If you wanted to subtract 5 from 9 and then multiply by 7, which number sentence would give you the correct answer?

A) 9 - (5 X 7)
B) (9 - 5) X 7
C) (9 - 5) X (9 - 7)
D) (9 X 7) - 5

108. If you wanted to add 6 to 12 and then divide by 3, which number sentence would give you the correct answer?

A) 6 + (12 ÷ 3)
B) 12 + (6 ÷ 3)
C) (6 + 12) ÷ 3
D) (6 + 12) + (6 ÷ 3) + (12 ÷ 3)

BASELINE OBJECTIVE 28: ESTIMATE PRODUCTS AND QUOTIENTS.

109. Which of the following would give the best estimate of 490 X 195?

A) 200 X 500 B) 200 X 400 C) 100 X 500 D) 100 X 400

110. Which of the following would give the best estimate of 2.12 X 8.39?

A) 3 X 8.5 B) 3 X 9 C) 2 X 8.5 D) 2 X 8

111. Which of the following would give the best estimate of 592 ÷ 81?

A) 500 ÷ 100 B) 600 ÷ 100 C) 600 ÷ 50 D) 500 ÷ 50

112. Which of the following is closest in value to 8,892 ÷ 100?

A) 900 B) 800 C) 90 D) 80

BASELINE OBJECTIVE 29: USE MULTIPLICATION AND/OR DIVISION TO SOLVE WORD AND/OR CURRENCY PROBLEMS (SINGLE STEP OR MULTI-STEP).

113. A man worked 24 days at $9 a day. How much did he earn?

A) $226 B) $216 C) $206 D) $186

114. Mike paid $1.32 for grapes that cost 99¢ per pound. How much did the grapes weigh?

A) $1\frac{1}{3}$ lbs. B) $1\frac{1}{2}$ lbs. C) $1\frac{2}{3}$ lbs. D) 2 lbs.

115. Don runs 2 miles in 15 minutes. How many miles does he run in 3 hours?

A) 6 B) 24 C) 30 D) 45

116. An airplane flew 2,730 miles in 6 hours. How many miles did it fly in one hour?

A) 495 B) 475 C) 465 D) 455

BASELINE OBJECTIVE 30: CLASSIFY NUMBERS LESS THAN 100 AS PRIME/COMPOSITE AND DETERMINE THEIR FACTORS.

117. Which of the following is a prime number?

A) 9 B) 27 C) 29 D) 33

118. Which of the following is a composite number?

A) 19 B) 15 C) 7 D) 2

119. What are the prime factors of 90?

A) 2, 3, 6 B) 2, 3, 5 C) 3, 5, 15 D) 2, 5, 23

120. What are the prime factors of 34?

A) 3, 4 B) 2, 17 C) 3, 19 D) 2, 3, 5

BASELINE OBJECTIVE 31: IDENTIFY THE FACTORS AND THE GREATEST COMMON FACTOR OF A SET OF WHOLE NUMBERS.

121. In which set below are both members factors of 28?

A) 6, 7 B) 2, 9 C) 4, 8 D) 2, 7

122. In which set below are both members factors of 15?

A) 3, 5 B) 5, 9 C) 5, 10 D) 3, 12

123. The greatest common factor of 21 and 35 is:

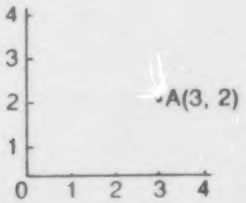
A) 7 B) 5 C) 3 D) 2

124. The greatest common factor of 16 and 24 is:

A) 2 B) 4 C) 6 D) 8

BASELINE OBJECTIVE 32: LOCATE POINTS AND COORDINATES OF POINTS ON A NUMBER LINE.

Directions: Use the figure below to answer questions 125 and 126.



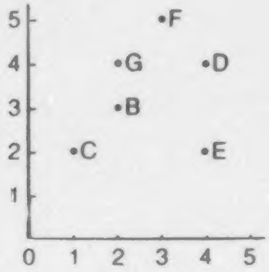
125. How far to the right of the vertical number line is point A?

A) two units B) three units C) five units D) six units

126. How far up from the horizontal number line is point A.

A) six units B) five units C) three units D) two units

Directions: Use the figure below to answer questions 127 and 128.



127. What are the coordinates of point B?

A) (2, 2) B) (2, 3) C) (3, 2) D) (1, 2)

128. What are the coordinates of point E?

A) (1, 2) B) (4, 2) C) (2, 3) D) (4, 4)

(P/R) - BASELINE OBJECTIVE 33: RENAME A FRACTION IN SIMPLEST FORM THROUGH 20THS.

129. Which fraction below is the simplest form of $\frac{10}{14}$?

A) $\frac{2}{7}$ B) $\frac{4}{7}$ C) $\frac{5}{7}$ D) $\frac{6}{7}$

130. Which fraction below is the simplest form of $\frac{12}{18}$?

A) $\frac{3}{4}$ B) $\frac{2}{3}$ C) $\frac{5}{9}$ D) $\frac{1}{2}$

131. Which fraction below is the simplest form of $\frac{6}{8}$?

A) $\frac{3}{4}$ B) $\frac{2}{3}$ C) $\frac{3}{5}$ D) $\frac{1}{2}$

132. Which fraction below is the simplest form of $\frac{3}{15}$?

A) $\frac{1}{3}$ B) $\frac{2}{7}$ C) $\frac{1}{4}$ D) $\frac{1}{5}$

BASELINE OBJECTIVE 34: ORDER AND COMPARE FRACTIONS AND MIXED NUMBERS.

133. Which of the following numerals represents the greatest value?

A) $\frac{9}{6}$ B) $1\frac{2}{3}$ C) $\frac{14}{8}$ D) $1\frac{2}{5}$

134. Which of the following numerals represents the smallest value?

A) $\frac{4}{7}$ B) $\frac{2}{3}$ C) $\frac{7}{9}$ D) $\frac{3}{5}$

135. Which number sentence below is false?

A) $\frac{3}{4} > \frac{2}{3}$ B) $\frac{3}{6} = \frac{5}{10}$ C) $\frac{1}{2} < \frac{3}{5}$ D) $\frac{1}{9} > \frac{1}{8}$

136. Which number sentence below is true?

A) $\frac{1}{4} > \frac{1}{3}$ B) $\frac{1}{6} > \frac{1}{7}$ C) $\frac{2}{3} = \frac{9}{12}$ D) $\frac{2}{5} < \frac{3}{10}$

BASELINE OBJECTIVE 35: FIND THE FRACTIONS EQUIVALENT TO A GIVEN FRACTION $\frac{3}{4}, \frac{6}{8}, \frac{9}{12}, \ldots$ AND SOLVE RELATED PROBLEMS.

137. Which group of fractions is equivalent to $\frac{3}{4}$?

A) $\frac{12}{16}, \frac{6}{9}, \frac{10}{12}, \frac{12}{14}$

B) $\frac{9}{12}, \frac{4}{6}, \frac{18}{24}, \frac{12}{15}$

C) $\frac{9}{12}, \frac{15}{20}, \frac{6}{8}, \frac{18}{24}$

D) $\frac{6}{8}, \frac{14}{16}, \frac{15}{20}, \frac{25}{30}$

138. Which group of fractions is equivalent to $\frac{2}{9}$?

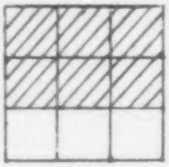
A) $\frac{4}{16}, \frac{12}{54}, \frac{10}{45}, \frac{18}{27}$

B) $\frac{3}{12}, \frac{4}{18}, \frac{4}{20}, \frac{4}{24}$

C) $\frac{4}{18}, \frac{10}{45}, \frac{12}{54}, \frac{6}{27}$

D) $\frac{5}{20}, \frac{6}{27}, \frac{4}{18}, \frac{9}{36}$

139. The figure below shows which of the following?



A) $\frac{3}{6} = \frac{2}{3}$ B) $\frac{6}{9} = \frac{2}{3}$ C) $\frac{3}{4} = \frac{6}{9}$ D) $\frac{6}{9} = \frac{3}{9}$

140. Which of these is a way to find a fraction equivalent to $\frac{7}{13}$?

A) $\frac{7 + 2}{13 + 2}$ B) $\frac{7 - 2}{13 - 2}$ C) $\frac{7 + 1}{13 + 1}$ D) $\frac{7 \text{ X } 2}{13 \text{ X } 2}$

BASELINE OBJECTIVE 36: ADD AND SUBTRACT FRACTIONS AND MIXED NUMBERS WITH LIKE AND UNLIKE DENOMINATORS AND SIMPLIFY.

141. $1\frac{4}{17} + \frac{13}{17} + 3\frac{15}{17} =$

A) $6\frac{14}{17}$ B) $6\frac{8}{17}$ C) 6 D) $5\frac{15}{17}$

142. $1\frac{6}{8} - \frac{3}{4} =$

A) 1 B) $1\frac{1}{8}$ C) $1\frac{1}{4}$ D) $1\frac{3}{4}$

143.

$$\begin{array}{r} 3\frac{14}{16} \\ +\ 4\frac{3}{4} \\ \hline \end{array}$$

A) $8\frac{1}{8}$ B) $8\frac{1}{4}$ C) $8\frac{5}{8}$ D) $9\frac{1}{4}$

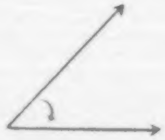
144.

$$\begin{array}{r} 6\frac{5}{6} \\ -\ 1\frac{1}{6} \\ \hline \end{array}$$

A) 7 B) 6 C) $5\frac{3}{4}$ D) $5\frac{2}{3}$

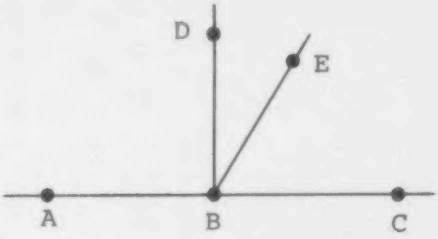
BASELINE OBJECTIVE 37: MEASURE AND CLASSIFY ANGLES AND TRIANGLES (RIGHT, ACUTE, OBTUSE) BY DEGREE MEASURE.

145. The angle shown is a(n) _______ angle.



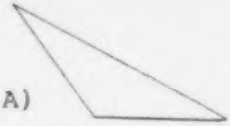
A) right B) obtuse C) acute D) straight

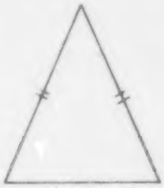
146. In the figure below, which angle has a measure of about 60°?

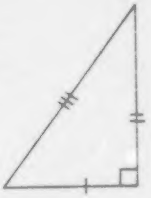


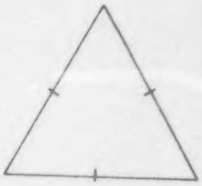
A) ∠DBE B) ∠EBA C) ∠DBC D) ∠EBC

147. Which of the following is an obtuse triangle?

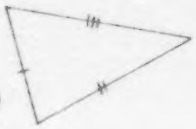
A) 

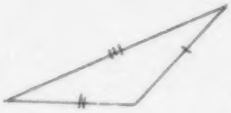
B) 

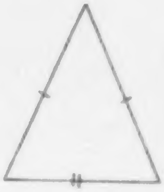
C) 

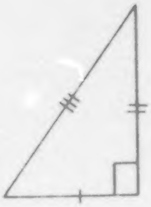
D) 

148. Which of the following is a right triangle?

A) 

B) 

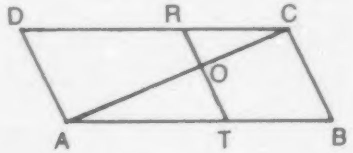
C) 

D) 

BASELINE OBJECTIVE 38: DESCRIBE PARALLELOGRAMS AND TRIANGLES. (SEE LIST BELOW.)

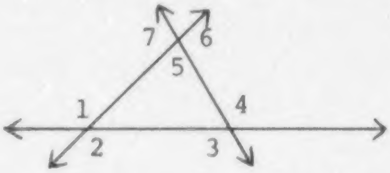
SIDES - PARALLEL, OPPOSITE, ADJACENT
ANGLES - VERTICES, ADJACENT, OPPOSITE, INTERIOR, SUM
PARALLELOGRAMS - RECTANGLE, SQUARE, RHOMBUS, DIAGONALS
TRIANGLES - CONGRUENT, SIMILAR

149. In the parallelogram ABCD, which side is opposite side $\overline{AB}$?



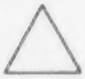
A) $\overline{AD}$ B) $\overline{AC}$ C) $\overline{DC}$ D) $\overline{RT}$

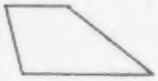
150. In the figure below, which angle is an interior angle?

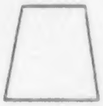


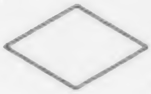
A) 3 B) 4 C) 5 D) 7

151. Which of the following is a rhombus?

A) 

B) 

C) 

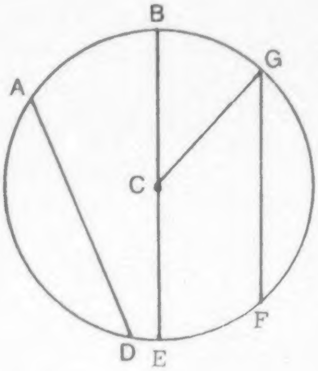
D) 

152. Two triangles are _________ if they have the same shape.

A) adjacent B) similar C) opposite D) congruent

BASELINE OBJECTIVE 39: IDENTIFY PARTS OF A CIRCLE (CHORD, RADIUS, DIAMETER, ARC).

Directions: Use the circle below to answer questions 153 through 156.



153. _________ is an arc.

A) $\overset{\frown}{DC}$ B) $\overset{\frown}{CE}$ C) $\overset{\frown}{BC}$ D) $\overset{\frown}{FG}$

154. ________ is a chord.

A) $\overline{CE}$ B) $\overline{CG}$ C) $\overline{CB}$ D) $\overline{AD}$

155. ________ is a diameter.

A) $\overline{BC}$ B) $\overline{CE}$ C) $\overline{BE}$ D) $\overline{AD}$

156. ________ is a radius.

A) $\overline{CG}$ B) $\overline{AD}$ C) $\overline{DE}$ D) $\overline{GF}$

(P/R) - BASELINE OBJECTIVE 40: MULTIPLY FRACTIONS WITH NUMERATORS AND DENOMINATORS LESS THAN 10 AND EXPRESS IN SIMPLEST FORM.

157. $\frac{1}{4} \times \frac{4}{5} =$

A) $\frac{3}{20}$ B) $\frac{1}{5}$ C) $\frac{1}{4}$ D) $\frac{5}{9}$

158. $\frac{3}{7} \times \frac{1}{2} =$

A) $\frac{3}{14}$ B) $\frac{2}{9}$ C) $\frac{2}{5}$ D) $\frac{4}{9}$

159. $\frac{3}{4} \times \frac{5}{6} =$

A) $\frac{4}{5}$ B) $\frac{5}{8}$ C) $\frac{1}{3}$ D) $\frac{1}{5}$

160. $\frac{5}{7} \times \frac{5}{8} =$

A) $\frac{3}{4}$ B) $\frac{2}{3}$ C) $\frac{25}{56}$ D) $\frac{5}{28}$

BASELINE OBJECTIVE 41: DIVIDE AND MULTIPLY FRACTIONS AND/OR WHOLE NUMBERS BY FRACTIONS WITH NUMERATORS AND DENOMINATORS LESS THAN 10 AND VICE VERSA. (EXPRESS ANSWERS IN SIMPLEST FORM.)

161. $9 \times \frac{1}{3} =$

A) $\frac{28}{3}$ B) $\frac{13}{3}$ C) 3 D) $\frac{8}{3}$

162. $\frac{5}{7} \times \frac{1}{5} =$

A) $\frac{1}{7}$ B) $\frac{1}{6}$ C) $\frac{1}{5}$ D) $\frac{1}{4}$

163. $6\frac{3}{4} \times \frac{5}{6} =$

A) $4\frac{8}{10}$ B) $5\frac{5}{8}$ C) $6\frac{15}{24}$ D) $7\frac{7}{12}$

164. $\frac{6}{7} \div \frac{2}{3} =$

A) $1\frac{4}{7}$ B) $1\frac{2}{7}$ C) $\frac{4}{7}$ D) $\frac{2}{7}$

(P/R) - BASELINE OBJECTIVE 42: SOLVE WORD PROBLEMS USING THE 4 BASIC OPERATIONS (+, -, X, ÷) WITH WHOLE NUMBERS; AND SOLVE WORD PROBLEMS USING ADDITION AND SUBTRACTION WITH DECIMALS.

165. How many groups of 25 can be formed from 684 people?

A) 26 groups
B) 26 groups with 1 person left over
C) 27 groups with 9 people left over
D) 28 groups with 11 people left over

166. Mr. Wright travels 64 miles each day. How many miles does he travel in 365 days?

A) 23,360 B) 22,560 C) 22,460 D) 22,360

287

167. There were 43.268 inches of water in one tube, and 12.957 inches of water is another tube. How many inches of water were in both tubes?

A) 55.115 B) 55.225 C) 56.225 D) 57.115

168. The distance from Allentown to Newark is 64.3 miles, and the distance from Pittsburgh to Wheeling is 41.413 miles. How much farther is it from Allentown to Newark than from Pittsburgh to Wheeling?

A) 22.187 miles
B) 22.887 miles
C) 23.113 miles
D) 23.997 miles

BASELINE OBJECTIVE 43: FIND THE AVERAGE (MEAN) OF NUMBERS LESS THAN 10,000 AND SOLVE RELATED PROBLEMS.

169. What is the average of these numbers? (75; 34; 51; 49; 76)

A) 285 B) 68 C) 57 D) 53

170. Which set of numbers has an average of 121?

A) 56; 98; 208; 128; 120 C) 87; 164; 121; 116

B) 90; 150; 135; 105 D) 68; 93; 102; 140; 202

171. What is the average of these numbers? (61; 54; 20; 94; 81; 57; 74)

A) 63 B) 68 C) 421 D) 441

172. Which set of numbers has an average of 138?

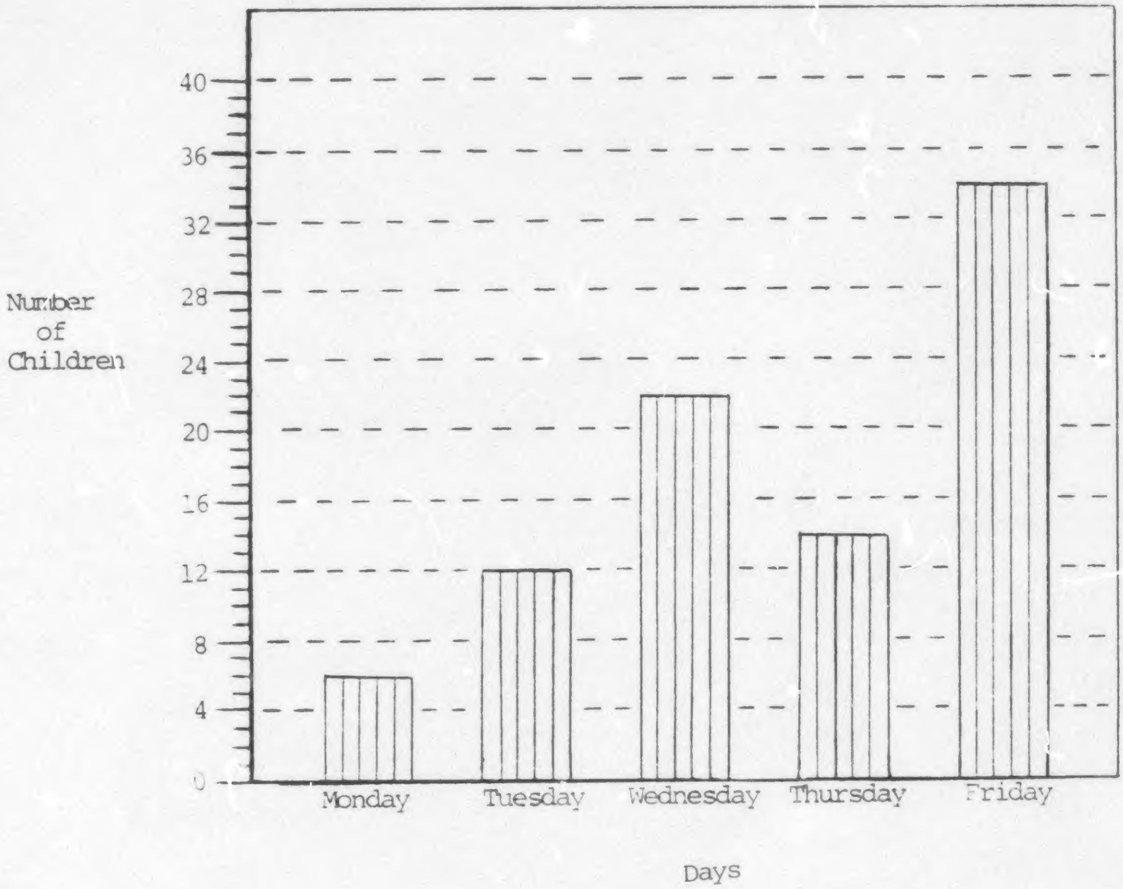
A) 136; 28; 254; 169; 103 C) 121; 36; 252; 86; 180

B) 126; 138; 142; 142 D) 108; 154; 21; 265

(P/R) - BASELINE OBJECTIVE 44: READ AND INTERPRET PICTURE, LINE, AND BAR GRAPHS AND/OR TABLES.

Directions: Use the graphs below to answer the following questions.

Number of Children Who Visited the Park on Five Days

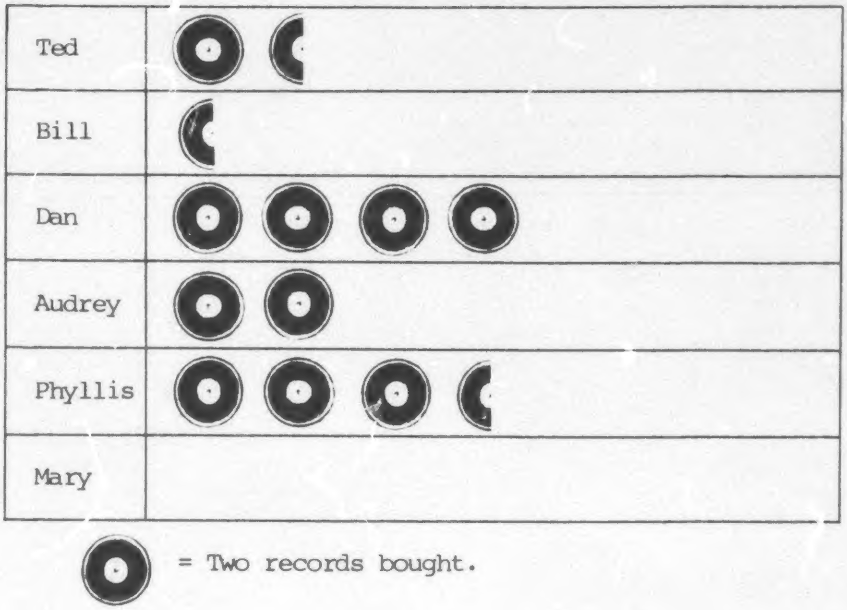


173. How many more children visited the park on Wednesday than on Thursday?

A) 6 B) 8 C) 10 D) 12

239

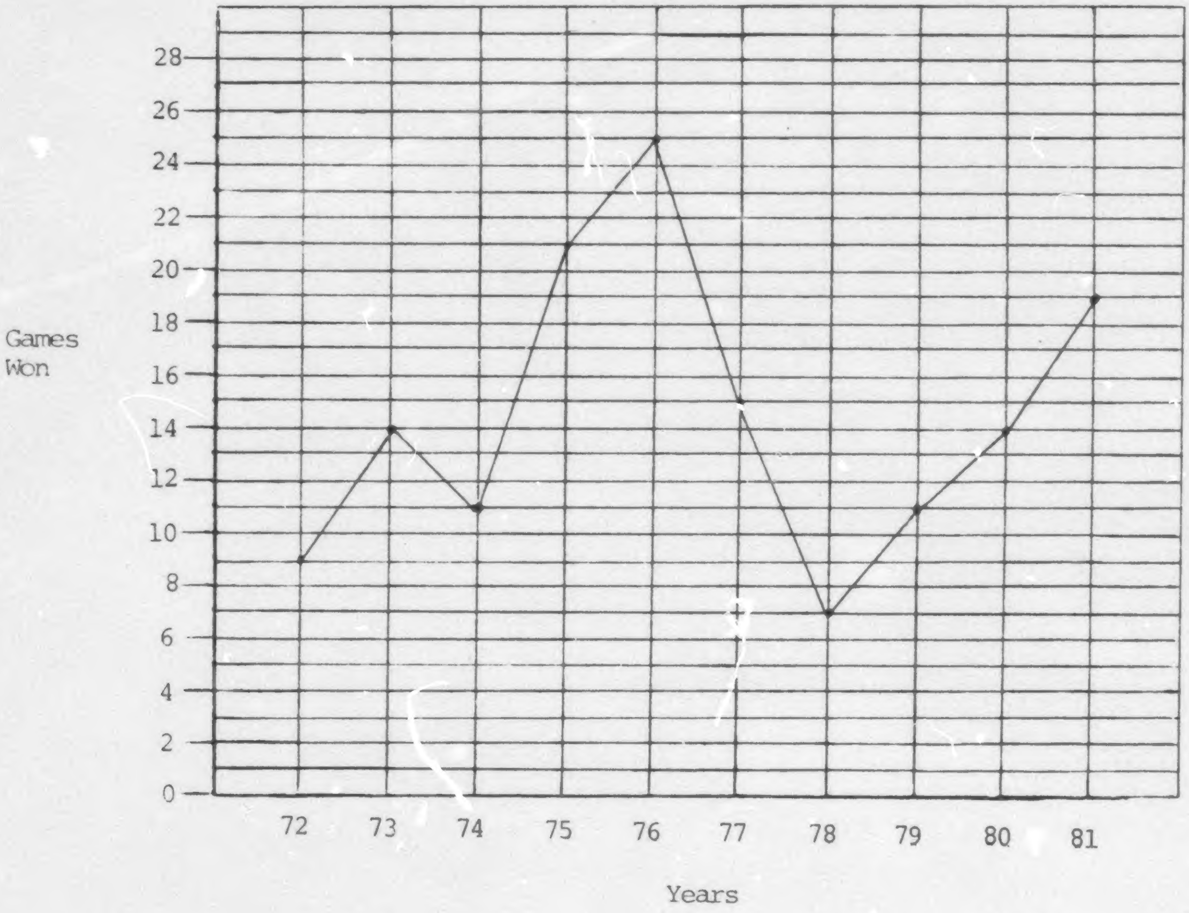
Records Bought by Six Children



174. Who bought the most records?

A) Bill B) Ted C) Phyllis D) Dan

Games Won by the Kings Over the Last Ten Years



175. How many games did the Kings win in 1979, 1980, and 1981?

A) 44 B) 34 C) 33 D) 30

Directions: Use the table below to answer the following question.

Price of One Pound of Fruit in Four Stores

Fruit	Stores			
	Tom's	Ed's	Bill's	Sam's
Apples	$3.24	$2.57	$3.05	$2.69
Peaches	$2.25	$2.30	$2.17	$2.08
Cherries	$4.68	$2.55	$1.84	$3.56
Bananas	$1.68	$.17	$.25	$.32

176. In what store does one pound of bananas cost the most?

A) Sam's B) Bill's C) Ed's D) Tom's

BASELINE OBJECTIVE 45: COMPUTE MEASURES USING CUSTOMARY AND METRIC MEASURES, SIMPLIFY AND SOLVE RELATED PROBLEMS.

177. The tail on Al's Kite was 4 feet 3 inches long. It would not fly so he took off 2 feet 5 inches. How much tail does his kite now have?

A) 1 foot 8 inches

B) 1 foot 10 inches

C) 2 feet 2 inches

D) 6 feet 8 inches

178. One box of Uncle Joe's Rice weighs 500 grams. How much would a case of 24 boxes weigh? (1,000 grams = 1 kilogram)

A) 12 kilograms

B) 120 kilograms

C) 476 grams

D) 524 grams

179. Juanita is going by car from Dallas to Laredo by way of San Antonio. It is 446 kilometers from Dallas to San Antonio and 247 kilometers from San Antonio to Laredo. How far does Juanita travel by going this route?

A) 139 kilometers
C) 683 kilometers
B) 201 kilometers
D) 693 kilometers

180. Nine ounces of plastic cost $78.75. How much would one ounce cost?

A) $708.75
C) $8.75
B) $632.35
D) $0.87

BASELINE OBJECTIVE 46: EXPRESS FRACTIONS (DENOMINATORS OF 2, 4, 5, 10, 20, AND 100) AS DECIMALS OR PERCENTS AND VICE VERSA.

181. Which of the following equals $\frac{3}{4}$?

A) 7.5%   B) 75%   C) 75.5%   D) 750%

182. Which of the following equals $\frac{3}{10}$?

A) 300%   B) 30%   C) 3%   D) .3%

183. Which of the following equals .6?

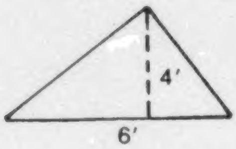
A) $\frac{3}{5}$ B) $\frac{2}{5}$ C) $\frac{16}{100}$ D) $\frac{6}{100}$

184. Which of the following equals 15%?

A) $\frac{5}{100}$ B) $\frac{3}{20}$ C) $\frac{5}{20}$ D) $\frac{30}{100}$

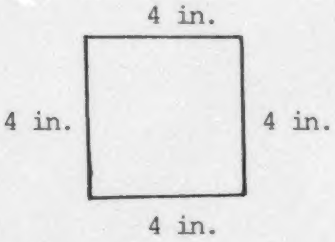
BASELINE OBJECTIVE 47: COMPUTE AREAS OF TRIANGLES, SQUARES, RECTANGLES, PARALLELOGRAMS AND TRAPEZOIDS IN SOLVING PROBLEMS.

185. Find the area of the triangle.



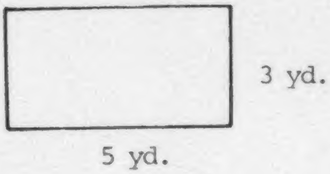
A) 10 sq. ft. B) 12 sq. ft. C) 14 sq. ft. D) 24 sq. ft.

186. Find the area of the square.



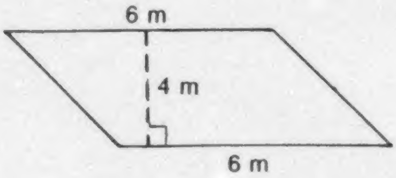
A) 64 sq. in. B) 24 sq. in. C) 16 sq. in. D) 8 sq. in.

187. Find the area of the rectangle.



A) 60 sq. yd. B) 30 sq. yd. C) 16 sq. yd. D) 15 sq. yd.

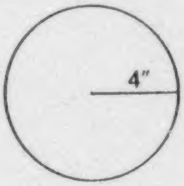
188. Find the area of the parallelogram.



A) 10 sq. m B) 12 sq. m C) 24 sq. m D) 36 sq. m

BASELINE OBJECTIVE 48: DETERMINE THE CIRCUMFERENCE AND AREA OF A CIRCLE.

Directions: Use the figure below to answer questions 189 and 190. Use 3.14 for π. Circumference = π X d = π X 2 X r. Area = π X r X r.



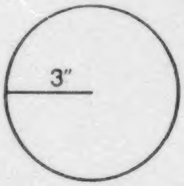
189. What is the circumference of the circle?

A) 6.28 in. B) 8 in. C) 12.56 in. D) 25.12 in.

190. What is the area of the circle?

A) 50.24 sq. in.
B) 25.12 sq. in.
C) 12.56 sq. in.
D) 11.14 sq. in.

Directions: Use the figure below to answer questions 191 and 192. Use 3.14 for π. Circumference = π X d = π X 2 X r. Area = π X r X r.



191. What is the circumference of the circle?

A) 28.26 in. B) 18.84 in. C) 9.42 in. D) 6.28 in.

192. What is the area of the circle?

A) 9.14 sq. in.
B) 9.42 sq. in.
C) 28.26 sq. in.
D) 84.78 sq. in.

BASELINE OBJECTIVE 49: SOLVE MONEY WORD PROBLEMS INCLUDING COST COMPARISON TO DETERMINE THE BEST BUY.

193. Which of the following bars of soap costs the least per bar?

A) 1 bar for $.40
B) 2 bars for $.76
C) 3 bars for $1.08
D) 4 bars for $1.40

194. Which of the following cans of orange juice costs the least per can?

A) 6 cans for $6.30
B) 5 cans for $4.75
C) 4 cans for $4.00
D) 1 can for $.97

195. Tom went to the store with $25.00. He bought a belt for $9.95 and a hat for $12.25. How much money did he have left?

A) $2.80 B) $2.90 C) $22.20 D) $22.30

196. Debbie works in a bakery for 15 hours each week. She earns $3.75 each hour. How much money does she earn in a week?

A) $56.25 B) $55.25 C) $46.25 D) $45.25

BASELINE OBJECTIVE 50: EXPLORE OTHER NUMERATION SYSTEMS AND COMPARE THEM TO THE DECIMAL NUMERATION SYSTEM (ROMAN, EGYPTIAN, OTHER BASES).

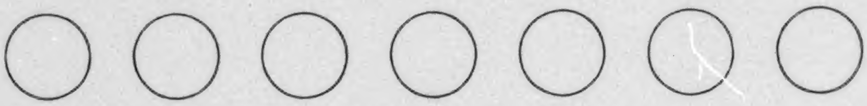
197. Find the numeral for the Roman numeral XXIV.

A) 14 B) 16 C) 24 D) 26

198. Find the numeral for the Egyptian numeral ∩ |||||||.

A) 8 B) 17 C) 27 D) 57

199. How many circles are shown below if counting in base 5?



A) 35_{five} B) 12_{five} C) 11_{five} D) 7_{five}

200. What numeral does the base 2 number 1101 represent?

A) 3 B) 5 C) 12 D) 13

{SAMPLE COPY OF COMPUTER-GENERATED TEST REPORTS}

GRADE 6

Mathematics Baseline Objectives

dallas independent school district

STUDENT PROGRESS REPORT

MARKING CODE

☒ MASTERED (3,4)
⧄ NOT MASTERED (0,1,2)
☐ NOT INTRODUCED OR NOT TESTED

BAILEY JAYME	SHELTON VIC	6/2	DAVID G. BURNET	12/10/82
Student	Teacher	Grade/Section	School	Date Scored

Placement Survey: Pretest Date ________ Grade Equivalent ____ Posttest Date ________ Grade Equivalent ____

DISD Promotion/Retention (P/R) Standards are printed in "ALL CAPS." See Mathematics Baseline for a detailed explanation of the objectives.

A. NUMERATION

☒ 1. Interpret place value
☒ 2. Read & write numbers & word names
⧄ 3. Write power of 10 in exponential form
☒ 4. Write numbers in standard & expanded form
☒ 5. Order & compare whole numbers
☒ 6. Round to the nearest 10, 100, 1,000, 10,000, 100,000
☒ 7. Interpret place value of decimals to 10,000ths
⧄ 8. Compare decimals to 10,000ths
☒ 9. Apply concepts of rounding through 1,000ths in solving problems
☒ 10. INTERPRET PLACE & TOTAL VALUE IN 6-DIGIT NUMBER WITH UP TO 3 DECIMAL PLACES

B. ADDITION & SUBTRACTION

⧄ 11. ADD WHOLE NUMBERS (4 DIGITS OR LESS)
☒ 12. Solve open sentences (+,−)
☒ 13. SUBTRACT WHOLE NUMBERS (4 DIGITS OR LESS)
☒ 14. ADD & SUBTRACT DECIMALS (TO 1,000THS)
☒ 15. Solve money & word problems (+,−)

C. STRUCTURE AND MULTIPLICATION

☒ 16. Use commutative, associative & distributive properties (+,x)
☒ 17. MULTIPLY WHOLE NUMBERS (TO 999X99)
⧄ 18. Multiply decimals to 1,000ths

D. MEASUREMENT AND GEOMETRY I

☒ 19. SELECT APPROPRIATE UNIT OF CUSTOMARY MEASURE
☒ 20. SELECT APPROPRIATE UNIT OF METRIC MEASURE
☒ 21. FIND PERIMETER OF GEOMETRIC FIGURES
⧄ 22. Find area, volume, & surface area of rectangular geometric figures

E. DIVISION

☒ 23. Solve open sentences (x,/)
☒ 24. DIVIDE WHOLE NUMBERS (TO 999/99)
☒ 25. Divide decimals to 100ths

F. PROBLEM SOLVING I

☒ 26. Complete open sentences by using symbol or number
☒ 27. Write number sentence using parentheses & order of operations
⧄ 28. Estimate products & quotients
☒ 29. Solve money & word problems (x,/)
☒ 30. Classify numbers as prime/composite & determine factors (to 99)

F. PROBLEM SOLVING I (continued)

☒ 31. Identify factors & greatest common factor of set of numbers
⧄ 32. Locate points & coordinates of points on a number line

G. FRACTIONS AND MIXED NUMBERS

☒ 33. RENAME A FRACTION IN SIMPLEST FORM THROUGH 20THS
⧄ 34. Order & compare fractions & mixed numbers
☒ 35. Find fractions equivalent to given fraction
⧄ 36. Add & subtract fractions & mixed numbers with like & unlike denominators

H. MEASUREMENT AND GEOMETRY II

☒ 37. Measure & classify angles & triangles by degree measure
☒ 38. Describe parallelograms & triangles
☒ 39. Identify parts of a circle

I. FRACTIONS

☒ 40. MULTIPLY FRACTIONS WITH NUMERATORS & DENOMINATORS LESS THAN 10 & SIMPLIFY
⧄ 41. Divide & multiply fractions/whole numbers by fractions

J. PROBLEM SOLVING II

⧄ 42. SOLVE WORD PROBLEMS (+,−,X,/) WITH WHOLE NUMBERS; (+,−) WITH DECIMALS
⧄ 43. Find average of numbers (to 9,999)
☒ 44. READ & INTERPRET PICTURE, LINE, & BAR GRAPHS & TABLES

K. MEASUREMENT

⧄ 45. Compute & simplify customary & metric measures

L. RATIO AND PERCENT

⧄ 46. Express fractions as decimals or percents & vice versa

M. GEOMETRY

☒ 47. Compute areas of triangles, squares, rectangles, parallelograms, & trapezoids
⧄ 48. Determine circumference & area of circle

N. PROBLEM SOLVING III

☒ 49. Solve money problems including cost comparison

O. NUMERATION

⧄ 50. Compare other numeration systems to the decimal system

Fall Conference Date: ________ ____________________ Parent/Guardian

Spring Conference Date: ________ ____________________ Parent/Guardian

MATH [illegible]

TM 830 426 (676)

CLASS PROFILE

MATHEMATICS GRADE 6

School: DAVID G. BURNET

Teacher: SHELTON VIC

STUDENT NAMES	Place value 1	Number & word names 2	Powers of 10 3	Standard & expanded form 4	Order & compare numbers 5	Round numbers 6	Decimal place value 7	Compare decimals 8	Round decimals 9	PLACE VALUE (6 DIGITS, 3 DECIMAL PLACES) 10	ADD WHOLE NUMBERS 11	Open sentences (+,-) 12	SUBTRACT WHOLE NUMBERS 13	DECIMAL PROBLEMS (+, -) 14	Story problems (+,-) 15	Commutative, associative & distributive properties 16	MULTIPLICATION (TO 999X99) 17	Multiply decimals 18	CUSTOMARY MEASURE 19	METRIC MEASURE 20	FIND PERIMETER 21	Find area, volume, & surface area 22	Open sentences (x, /) 23	DIVISION (TO 999/99) 24	Division (to 100ths) 25	Open sentences (symbol or number) 26	Open sentences using () & order of operations 27	Estimation (x, /) 28	Story problems (x, /) 29	Prime/composite numbers 30	Identify factors & greatest common factors 31	Points on number line 32	RENAME FRACTION 33	Order/compare fractions & mixed numbers 34
BAILEY JAYME	X	X	/	X	X	X	X	/	X	X	/	X	X	X	X	X	X	/	X	X	X	/	X	X	X	X	X	/	X	X	X	/	X	/
BELL DEWAYNE	X	X	X	/	/	X	/	/	/	/	X	X	X	X	/	/	X	X	X	/	X	X	/	X	X	X	X	/	/	/	X	/	/	/
BOATMAN KEVIN	X	X	/	/	X	/	/	/	X	X	/	X	X	X	/	/	/	/	X	X	/	/	/	/	/	/	X	/	/	/	/	X	X	/
BOUFFARD KONRAD	X	X	/	X	X	/	X	X	/	X	X	X	X	X	X	X	X	X	/	X	X	/	X	X	X	X	X	X	X	/	X	X	X	/
CHRISTIAN ALICE	X	X	/	/	/	X	/	/	/	X	X	X	X	X	X	X	X	X	X	X	X	/	X	X	X	X	X	/	X	/	X	/	/	/
DRONES VERONIC	X	X	X	X	X	X	X	/	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	/
DUVALL CHARLIE	X	X	/	X	X	X	X	/	/	X	X	X	X	X	X	X	X	/	X	X	X	/	X	/	X	X	X	/	X	X	X	/	X	/
EDDELMAN CHRIS	X	X	/	X	X	X	X	/	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	/
FERGUSON ROMEO	X	X	/	X	X	X	X	/	/	/	X	X	X	X	X	X	X	/	X	X	X	/	X	X	X	X	X	/	X	/	X	X	X	/
FOSTER DEBBIE	X	X	/	/	/	/	X	/	X	X	X	X	X	X	/	/	X	X	X	/	X	X	X	/	X	X	X	/	X	X	X	/	/	/
FRODSHAM MIKE	X	X	X	/	X	/	X	/	X	X	X	X	X	X	X	X	X	/	X	/	X	X	X	X	X	X	X	X	X	X	X	/	X	/
GRIMMETT GANNON	X	X	X	X	X	/	X	/	X	X	X	X	X	X	X	/	X	/	X	X	X	X	X	X	X	X	X	/	X	X	X	/	/	/
HAGGERTY KAREN	X	X	/	X	X	X	X	/	X	X	X	X	X	X	X	X	X	X	X	/	X	X	X	X	X	X	X	X	/	X	X	/	X	/
HILL GERONAL	X	X	X	/	/	/	/	X	X	/	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	/
HILT ON LORI	X	X	/	/	X	/	X	/	X	X	X	X	X	X	X	/	X	X	X	/	X	X	X	X	X	/	X	/	/	/	X	X	/	/
HUDSON DARC	X	X	X	/	X	/	X	/	X	X	X	X	X	X	X	X	X	X	/	X	X	/	X	X	X	X	X	X	X	X	X	X	/	/
JOHNSON MARCUS	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	/	X	X	X	X	X	X	X	X	X	X	X	X
JONES AMIE	X	X	/	X	X	/	X	/	/	X	X	X	X	X	X	X	X	X	/	X	X	/	X	X	X	X	X	X	X	/	X	/	X	/
KEY TROY	X	X	X	X	X	X	X	/	X	X	X	X	X	X	X	X	X	X	X	/	X	X	X	X	X	X	/	/	/	/	X	X	X	/
LEWIS LACINDA	X	X	/	X	X	X	X	/	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	/	X	X	X	/	X	X	X	/
OWEN CATHY	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	/	X	X	X	X	X	/	/	[illegible]	X	/	X	/
PALACIOS NANCY C	X	X	X	/	/	X	/	/	/	/	X	X	X	X	X	X	X	X	X	X	/	/	X	X	X	X	X	/	/	X	X	/	X	/
PEACOCK MATTHEW	X	X	/	X	/	/	X	/	X	X	X	/	/	/	X	/	/	/	X	/	X	/	X	/	/	/	X	/	/	X	X	X	/	/
RIDINGS SHERI	X	X	X	X	X	/	X	/	X	X	X	X	X	X	X	X	X	/	X	/	X	/	X	/	X	X	X	/	X	/	/	X	X	/
CONTINUED ON THE NEXT PAGE																																		

"ALL CAPS" = P/R objective

CLASS PROFILE

MATHEMATICS GRADE 6

School: DAVID G. BURNET

Teacher: SHELTON VIC

STUDENT NAMES		Place value 1	Number & word names 2	Powers of 10 3	Standard & expanded form 4	Order & compare numbers 5	Round numbers 6	Decimal place value 7	Compare decimals 8	Round decimals 9	PLACE VALUE (6 DIGITS, 3 DECIMAL PLACES) 10	ADD WHOLE NUMBERS 11	Open sentences (+,-) 12	SUBTRACT WHOLE NUMBERS 13	DECIMAL PROBLEMS (+, -) 14	Story problems (+,-) 15	Commutative, associative & distributive properties 16	MULTIPLICATION (TO 999X99) 17	Multiply decimals 18	CUSTOMARY MEASURE 19	METRIC MEASURE 20	FIND PERIMETER 21	Find area, volume, & surface area 22	Open sentences (x, /) 23	DIVISION (TO 999/99) 24	Division (to 100ths) 25	Open sentences (symbol or number) 26	Open sentences using () & order of operations 27	Estimation (x, /) 28	Story problems (x, /) 29	Prime/composite numbers 30	Identify factors & greatest common factors 31	Points on number line 32	RENAME FRACTION 33	Order/compare fractions & mixed numbers 34
BAILEY	JAYME	X	X	/	X	X	X	X	/	X	X	/	X	X	X	X	X	X	/	X	X	X	/	X	X	X	X	X	/	X	X	X	/	X	/
BELL	DEWAYNE	X	X	X	/	/	X	/	/	/	/	X	X	X	X	/	/	X	X	X	/	X	X	/	X	X	X	X	/	/	/	X	/	/	/
BOATMAN	KEVIN	X	X	/	/	X	/	/	/	X	X	/	X	X	X	/	/	/	/	X	X	/	/	/	/	/	/	X	/	/	/	/	X	X	/
BOUFFARD	KONRAD	X	X	/	X	X	/	X	X	/	X	X	X	X	X	X	X	X	X	/	X	X	/	X	X	X	X	X	X	X	/	X	X	X	/
CHRISTIAN	ALICE	X	X	/	/	/	X	/	/	/	X	X	X	X	X	X	X	X	X	X	X	X	/	X	X	X	X	X	/	X	/	X	/	/	/
DRONES	VERONIC	X	X	X	X	X	X	X	/	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	/
DUVALL	CHARLIE	X	X	/	X	X	X	X	/	/	X	X	X	X	X	X	X	X	/	X	X	X	/	X	/	X	X	X	/	X	X	X	/	X	/
EDDELMAN	CHRIS	X	X	/	X	X	X	X	/	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	/
FERGUSON	ROMEO	X	X	/	X	X	X	X	/	/	/	X	X	X	X	X	X	X	/	X	X	X	/	X	X	X	X	X	/	X	/	X	X	X	/
FOSTER	DEBBIE	X	X	/	/	/	/	X	/	X	X	X	X	X	X	/	/	X	X	X	/	X	X	X	/	X	X	X	/	X	X	X	/	/	/
FRODSHAM	MIKE	X	X	X	/	X	/	X	/	X	X	X	X	X	X	X	X	X	/	X	/	X	X	X	X	X	X	X	X	X	X	X	/	X	/
GRIMMETT	GANNON	X	X	X	X	X	/	X	/	X	X	X	X	X	X	X	/	X	/	X	X	X	X	X	X	X	X	X	/	X	X	X	/	/	/
HAGGERTY	KAREN	X	X	/	X	X	X	X	/	X	X	X	X	X	X	X	X	X	X	X	/	X	X	X	X	X	X	X	X	/	X	X	/	X	/
HILL	GERONAL	X	X	X	/	/	/	/	X	X	/	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	/
HILT ON	LORI	X	X	/	/	X	/	X	/	X	X	X	X	X	X	X	/	X	X	X	/	X	X	X	X	X	/	X	/	/	/	X	X	/	/
HUDSON	DARC	X	X	X	/	X	/	X	/	X	X	X	X	X	X	X	X	X	X	/	X	X	/	X	X	X	X	X	X	X	X	X	X	/	/
JOHNSON	MARCUS	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	/	X	X	X	X	X	X	X	X	X	X	X	X
JONES	AMIE	X	X	/	X	X	/	X	/	/	X	X	X	X	X	X	X	X	X	/	X	X	/	X	X	X	X	X	X	X	/	X	/	X	/
KEY	TROY	X	X	X	X	X	X	X	/	X	X	X	X	X	X	X	X	X	X	X	/	X	X	X	X	X	X	/	/	/	/	X	X	X	/
LEWIS	LACINDA	X	X	/	X	X	X	X	/	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	/	X	X	X	/	X	X	X	/
OWEN	CATHY	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	/	X	X	X	X	X	/	/	X	X	/	X	/
PALACIOS	NANCY C	X	X	X	/	/	X	/	/	/	/	X	X	X	X	X	X	X	X	X	X	/	/	X	X	X	X	X	/	/	X	X	/	X	/
PEACOCK	MATTHEW	X	X	/	X	/	/	X	/	X	X	X	/	/	/	X	/	/	/	X	/	X	/	X	/	/	/	X	/	/	X	X	X	/	/
RIDINGS	SHERI	X	X	X	X	X	/	X	/	X	X	X	X	X	X	X	X	X	/	X	/	X	/	X	/	X	X	X	/	X	/	/	X	X	/
CONTINUED ON THE NEXT PAGE																																			

CP6MA1

"ALL CAPS" = P/R objective

CLASS PROFILE

MATHEMATICS GRADE 6

School: DAVID G. BURNET

Teacher: SHELTON VIC

STUDENT NAMES	Place value	Number & word names	Powers of 10	Standard & expanded form	Order & compare numbers	Round numbers	Decimal place value	Compare decimals	Round decimals	PLACE VALUE (6 DIGITS, 3 DECIMAL PLACES)	ADD WHOLE NUMBERS	Open sentences (+,-)	SUBTRACT WHOLE NUMBERS	DECIMAL PROBLEMS (+, -)	Story problems (+,-)	Commutative, associative & distributive properties	MULTIPLICATION (TO 999X99)
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
SHE Y DAVID	/	X	/	/	/	/	/	/	/	/	X	X	X	X	X	/	X
SHEPARD BETH	X	X	X	X	X	X	X	/	X	X	X	X	X	X	X	X	X
SILVERBERG JEROME	X	X	X	X	X	X	X	/	/	X	X	X	X	X	X	/	X
ZAMBRANO BECKY	X	X	/	/	/	/	X	/	X	X	/	X	X	X	X	X	X
% MASTERING OBJECTIVES	96	100	46	61	71	54	79	14	68	82	89	96	96	96	89	71	93

STUDENT NAMES	Multiply decimals	CUSTOMARY MEASURE	METRIC MEASURE	FIND PERIMETER	Find area, volume, & surface area	Open sentences (x, /)	DIVISION (TO 999/99)	Division (to 100ths)	Open sentences (symbol or number)	Open sentences using () & order of operations	Estimation (x, /)	Story problems (x, /)	Prime/composite numbers	Identify factors & greatest common factors	Points on number line	RENAME FRACTION	Order/compare fractions & mixed numbers
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34
SHE Y DAVID	/	X	/	X	X	X	X	X	X	X	/	/	/	X	X	/	/
SHEPARD BETH	/	X	X	X	X	X	X	X	/	X	/	/	X	X	/	X	/
SILVERBERG JEROME	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
ZAMBRANO BECKY	/	X	/	X	/	/	X	X	/	X	/	/	/	X	X	/	/
% MASTERING OBJECTIVES	61	89	64	93	50	89	82	93	79	96	39	61	57	93	57	68	7

"ALL CAPS" = P/R objective

CP6MA1

GRADE 6

Communication Baseline Objective

dallas independent school district

STUDENT PROGRESS REPORT

MARKING CODE
☒ MASTERED
⧄ NOT MASTERED
☐ NOT INTRODUCED OR NOT TESTED

RAN TU N	WILKINSON VIVIAN I	6/3	WILLIAM LIPSCOMB	12/10/82
Student	Teacher	Grade/Section	School	Date Scored

DISD Promotion/Retention (P/R) Standards are printed in "ALL CAPS." TABS-related (exit-level) objectives are marked with an asterisk (*). See Communications Baseline for a detailed explanation of some objectives and complete listing of all objectives.

I. WORD ATTACK SKILLS

		FALL	SPR
37.1.	Uses possessive s', es' in sentence context.	⧄	☐
39.	Uses prefixes appropriately in sentence context: super-, anti-, semi-.	☒	☐
40.	Uses suffixes appropriately in sentence context: -some, -hood, -ish, -an.	☒	☐

II. VOCABULARY SKILLS

		FALL	SPR
42.	USES CONTEXT CLUES TO DETERMINE UNKNOWN WORDS.	⧄	☐
43.	CHOOSE A WORD THAT WILL FIT IN A GIVEN SENTENCE.	☒	☐
45.	RECOGNIZES AND IDENTIFIES MEANINGS OF SYNONYMS AND ANTONYMS.	☒	☐

III. COMPREHENSION

Reads with understanding

		FALL	SPR
I-1.	RECOGNIZES SPECIFIC FACTS (DETAILS) STATED.	☒	☐
I-2.	RECOGNIZES SEQUENCE OF EVENTS	☒	☐
I-3.	*FOLLOWS WRITTEN DIRECTIONS.	☒	☐
I-4.	*IDENTIFIES STATED MAIN IDEA.	☒	☐
II-1.	*FORMS CONCLUSIONS.	☒	☐
II-2.	MAKES COMPARISONS.	⧄	☐
II-3.	IDENTIFIES IMPLIED MAIN IDEA.	☒	☐
II-5.	PREDICTS EVENTS AND OUTCOMES.	☒	☐
II-6.	IDENTIFIES CHARACTER FEELINGS.	☒	☐
III-1.	*RECOGNIZES FACT AND OPINION.	☒	☐

IV. SPELLING

		FALL	SPR
49.1.	*SPELLS MOST COMMONLY USED WORDS.	☒	☐
60.	Adds endings to words which end in y.	☒	☐

V. COMPOSING SKILLS

		FALL	SPR
106.1.	*Writes a paragraph consisting of a topic sentence and relevant details to fit a specific audience and purpose.	☐	☐
99.	*IDENTIFIES IRRELEVANT SENTENCES IN A PARAGRAPH.	☒	☐
104.	*Identifies and corrects sentence fragments.	☒	☐
82.	CAPITALIZES THE NAME OF CHURCHES AND SYNAGOGUES, ORGANIZATIONS AND COMPANIES.	☒	☐

V. COMPOSING SKILLS (continued)

		FALL	SPR
91.	*USES COMMAS TO SEPARATE PHRASES IN A SERIES.	☒	☐
90.1.	Uses exclamation marks after sentences, words, and phrases of exclamation.	☒	☐

VI. USAGE

		FALL	SPR
110.	Uses pronouns correctly.		
	– Selects the correct pronouns for use in compound subjects and objects. e.g., Jimmy and (I, me) are neighbors. Look at (I, me).	☒	☐
	– Selects a pronoun to agree with its antecedent in a given sentence (including indefinite pronouns).	☒	☐
109.	Uses verbs correctly.		
	*– Selects the correct form (person and number) of a verb that agrees with the subject (including compound subjects). e.g., the puppy and its mother (eat, eats) too much.	⧄	☐
	*– SELECTS THE CORRECT VERB TO USE IN A SENTENCE (LET, LEAVE, TEACH, LEARN, RISE, RAISE, SIT, SET).	☒	☐
	*– SELECTS THE CORRECT FORM (PAST, PAST PARTICIPLE) OF BOTH REGULAR AND IRREGULAR VERBS. E.G., I HAVE (DID, DONE) THE WORK.	☒	☐
111.1.	Uses adjectives correctly.		
	– CHOOSES BETWEEN -ER AND -EST FORM OF AN ADJECTIVE WHEN PRESENTED WITH BOTH FORMS IN CONTEXT.	⧄	☐
	– Uses these and those (as adjectives) correctly in sentences. e.g., Give me some of (those, them) cookies.	☒	☐
112.	*CORRECTS DOUBLE NEGATIVES CONTAINING THE WORDS NO AND NOT.	☒	☐

VII. REFERENCE

		FALL	SPR
12.1.	USES A DICTIONARY TO CORRECT MISSPELLED WORDS AND TO DEFINE A WORD USED IN CONTEXT.	☒	☐

Fall Conference Date: ________ ________________ Parent/Guardian

Spring Conference Date: ________ ________________ Parent/Guardian

CI ^SS PROFILE

COMMUNICATIONS 6

School: WILLIAM LIPSCOMB

Teacher: WILKINSON VIVIAN I

STUDENT NAMES		Uses plural possesive 37.1	Uses prefixes 39	Uses suffixes 40	USES CONTEXT CLUES 42	CHOOSES WORD IN CONTEXT 43	SYNONYMS & ANTONYMS 45	SPECIFIC FACTS I-1	SEQUENCE OF EVENTS I-2	WRITTEN DIRECTIONS I-3 *	STATED MAIN IDEA I-4 *	FORMS CONCLUSIONS II-1 *	MAKES COMPARISONS II-2	IMPLIED MAIN IDEA II-3	PREDICTS EVENTS/ OUTCOMES II-5	CHARACTER FEELINGS II-6	FACT & OPINION III-1 *	SPELLS COMMON WORDS 49.1 *	Adds endings to words 60	Writes for purpose & audience 106. *	IRRELEVANT SENTENCES 99 *	Sentence fragments 104 *	CAPITALIZES NAMES 82	USES COMMAS 91 *	Uses exclamation marks 90.1	Selects plural pronouns 110	Selects pronoun in context 110	Selects verb form 109 *	SELECTS VERBS IN CONTEXT 109 *	SELECT VERB TENSE 109 *	CHOOSES -ER, -EST ADJECTIVE 111.1	Uses these & those 111.1	CORRECTS DOUBLE NEGATIVE 112 *	USES DICTIONARY 12.1
RAN	TU N	/	X	X	/	X	X	X	X	X	X	X	/	X	X	X	X	X	X		X	X	X	X	X	X	X	/	X	X	/	X	X	X
BLEVINS	DARREL W	/	X	X	X	X	/	X	X	X	X	X	X	X	X	X	X	X	/		X	X	X	X	X	X	X	X	X	X	/	X	X	X
DELON	SARA	/	/	X	X	/	/	X	/	/	X	X	X	X	X	X	/	X	/		X	/	X	X	X	/	X	X	X	/	/	X	X	X
EHRHARDT	KATHREN	/	/	X	X	X	X	X	X	X	X	X	X	X	X	/	X	X	X		X	X	X	X	X	X	X	X	X	X	/	X	X	X
GANN	CHARLESE	X	X	X	X	X	X	X	/	/	X	X	X	X	X	X	X	X	X		X	X	X	X	X	/	X	X	X	X	/	X	X	/
GONZALEZ		/	X	X	X	X	X	X	X	X	X	/	X	X	/	X	X	X	X		X	X	X	X	X	X	X	X	X	X	/	X	X	X
HASTINGS	ROBERT A	/	X	X	X	X	/	X	X	/	X	X	X	X	/	/	X	X	X		X	X	/	/	X	/	X	X	X	X	X	X	X	/
HINES	TRAVIS S	/	X	X	X	X	/	X	/	X	X	/	X	X	X	/	X	X	X		X	X	X	X	X	/	X	X	X	X	/	X	X	X
KRAEGER	AMY	/	/	/	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	/	X	X	X	X	/	X	X	X
LOZANO	RAUL A	/	X	X	X	X	X	X	X	X	X	X	X	X	X	/	X	X	X		X	X	X	X	/	/	X	/	X	/	/	/	X	X
MINOR	STACE	X	X	X	X	X	X	X	X	X	X	/	X	X	/	X	/	X	X		X	X	X	X	X	X	X	X	X	X	X	X	/	X
RHODES	ELECIA	/	X	X	X	X	/	X	X	X	X	X	X	X	X	/	X	X	X		X	X	X	X	/	X	X	X	X	X	X	X	X	X
ROSALES	JAMES A	/	/	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	/	X	X	X	X	X	X	X	/	X	X	X
VILLALPANDO		/	/	X	X	X	/	X	/	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	/	X	X	X	X	/	X	X	
% MASTERING OBJECTIVES		14	64	93	93	93	57	100	71	79	100	79	93	100	79	64	86	100	86	0	100	93	86	93	86	50	100	86	100	86	21	93	93	79

"ALL CAPS" = P/R objective Asterisk (*) = TABS objective